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This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Historical Studies, (7) Individuals with Special Needs, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students, Occupational Guidance, and Other Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 009 007). (HC)

ED031586

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

SUMMER 1969

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT009006

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;

6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESOURCES INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

Abstracts of

Research and Related

Materials

in

Vocational and Technical Education

SUMMER 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Center for Vocational and Technical Education
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PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational and technical education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and for shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education. ARM and AIM give visibility to a document-based information system which constitutes an on-going data bank of research and resource materials in vocational and technical education. Following are some of the benefits derived from this data base:

* A central source of information to be reviewed and synthesized into state-of-the-art papers, critical reviews, interpretive papers, etc.

* A resource which includes different kinds of materials, e.g., instructional materials, descriptive reports, survey reports, dissertations, conference proceedings, program plans or procedures, research reports.

* Provision for availability of primary source materials through the ERIC Document Reproduction Service (EDRS) and/or other distribution agencies.

* A source of bibliographies and a resource for development of bibliographies.

* A source of materials for different user groups (i.e., administrators, supervisors, teacher educators, teachers, legislative and advisory bodies) with information needs in such diverse areas as teaching and learning, manpower needs and requirements, research design and methodology, evaluation.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)[1], the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

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[1] Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic $21.00 a year; foreign $5.25 additional. Single copy: Domestic, $1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

In addition to the two quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education has two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Personal and Institutional Author Index

Document Number Index

Conversion of Document Number Index (VT to ED or MP, ED or MP to VT)

Vocational and Supporting Services Index

Subject and Identifier Index

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 and the AIM-ARM Annual Index, 1967-68 are available only on microfiche or facsimile copy. Microfiche or facsimile for all previous issues may be ordered from ERIC Document Reproduction Service (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Please write to EDRS for order forms.

ED 013 336	Fall 1967 ARM	MF - $1.00	or	HC - $10.60
ED 015 335	Winter 1967 ARM	MF - $ .75	or	HC - $ 9.10
ED 016 875	Spring 1968 ARM	MF - $ .75	or	HC - $ 9.10
ED 019 525	Summer 1968 ARM	MF - $1.25	or	HC - $14.15
ED 022 064	AIM-ARM Annual Index, 1967-68	MF - $ .50	or	HC - $ 6.30
ED 022 970	Fall 1968 ARM	MF - $1.25	or	HC - $14.10
ED 027 437	Winter 1968 ARM	MF - $1.00	or	HC - $10.65
ED (See Oct '69 RIE)	Spring 1969 ARM	MF - $1.00	or	HC - $10.40

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

ERIC Clearinghouse
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS, the agency and address from which the document may be obtained is in the resume. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject, author, or title. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas. Always check the most current issue of RIE for the latest price schedules and ordering procedure for microfiche (MF) and facsimile copy, called hard copy (HC).

Materials with ED numbers are announced in Research in Education (RIE) as well as AIM or ARM. These are available as individual documents through EDRS or another source. Documents with VT numbers only are not announced in RIE but are included in AIM and ARM. They are not available as individual documents from EDRS but as part of a VT-ERIC set. Microfiche for an individual document in one of these sets is obtainable only through purchase of the set or from agencies that have this set and have the capability of reproducing microfiche. Reports in these sets are identified in a resume by the phrase MF AVAILABLE IN VT-ERIC SET. The documents are grouped in VT number sequence in the microfiche set for each issue of AIM or ARM. Each set is announced in RIE under a single (ED) number. The Fall 1967 - Summer 1968 Microfiche Collections contain documents with VT numbers only and ED documents. Beginning with Fall 1968, the microfiche set contains the documents which have only VT numbers. Thus the microfiche collection for a particular issue of ARM now contains the items in that issue of ARM which have the statement, MF AVAILABLE IN VT-ERIC SET, in the resume. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

ARM Microfiche Collections

ARM	ED Number	Microfiche
Fall 1967	ED 013 338	$25.00
Winter 1967	ED 015 348	$26.25
Spring 1968	ED 016 876	$38.00
Summer 1968	ED 019 526	$72.75
Fall 1968	ED 022 065	$ 5.75
Winter 1968	ED 027 441	$34.25
Spring 1969	ED (See Oct '69 RIE)	$25.00

It should be noted that organizations which have standing orders with EDRS for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections. If an organization wishes to order only the materials abstracted by VT-ERIC which are announced in RIE and are on microfiche, a standing order may be initiated with EDRS for a VT-ERIC package. This package will automatically include the ARM and AIM microfiche collections. Contact EDRS for information about cost of current or retrospective VT-ERIC packages.

Availability Key for Materials Reported in ARM

Accession Number	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided that the information is shown on EDRS price line.
ED appears with reference to an RIE issue (e.g., ED (See Aug '69 RIE)	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract.	

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. Request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

Prices for microfiche and/or hard copy undergo occasional changes which become effective when announced in Research in Education. EDRS prices cited in AIM and ARM reflect the prices in effect at the time of publication. Retrospective use of AIM and ARM require attention to the most recent price schedules and ordering information which is available in a current issue of RIE.

Scope of the Clearinghouse

The Clearinghouse on Vocational and Technical Education is responsible for acquiring, processing, and disseminating research reports, instructional materials, information analysis products and other resource materials related to vocational and technical education. In addition to this general area, coverage includes the specific occupational fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, and new sub-professional fields. The clearinghouse scope also encompasses the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. The following subject categories when specifically oriented to vocational-technical education and its related fields are included in the scope of the clearinghouse: administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, philosophy and objectives, research design and development, occupational guidance and other student personnel services, students, teachers, teacher education, teaching and learning.

Acquisitions

The adequacy of information in this publication, as well as other services of this Clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

AIM	*Abstracts of Instructional Materials in Vocational and Technical Education*
ARM	*Abstracts of Research and Related Materials in Vocational and Technical Education*
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	*Research in Education*
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--an identification number sequentially assigned to reports as they are processed.

Author(s)--the individual(s) who prepared the report.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

Report Number

If item cited appeared originally in a journal, a journal citation would appear here.

Publication Date

Total number of printed pages in the report, including cover and appendices.

Identifier--acronyms, geographical areas, conferences, organizations, tests (e.g. Binet), etc. Only the major identifiers preceded by an asterisk are printed in the index.

Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

VT 004 376 ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.

OE-80047 OEC-1-6-004-32-0432

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80047, $.30).

Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION

SAN FRANCISCO; CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; OHIO; GEORGIA; PHEONIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the gap between development and adaptation of educational practice, visibility has been given to communities which have introduced new curriculums, teaching methods, and institutional patterns. Five locally initiated programs which have attempted to provide a flexibility of the educational system...and education leaders at state and local levels. Quincy, Massachusetts, is an example of a city in which vocational education has shifted from training for a single skill to preparing individuals for a cluster of occupational skills. (JM)

If ED is followed by numbers, item has been announced in Research in Education. If ED is not followed by numbers, the issue of RIE in which the abstract is scheduled to appear follows the ED prefix.

Title of report.

Institutional Source--the organization responsible for the report.

Sponsoring Agency--would appear here if different than Institutional Source.

Grant Number and Program Area Number would also appear on this line.

Commercial, institutional, and other sources of availability if known at time of printing. Cost is included.

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Abstractor's Initials.

Availability Key for Materials Reported in ARM

Accession Number:	Availability on Microfiche
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.	

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ADMINISTRATION AND SUPERVISION SECTION

VT 000 240
Kaplan, Jerome
Homemaker-Health Aide Training Project. Final Report.

Mansfield Memorial Homes, Inc., Ohio
Office of Economic Opportunity, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
CAP 66-8375
Pub Date - Sep67 54p.

*HEALTH OCCUPATIONS EDUCATION; *HOMEMAKING SKILLS; *COMPANIONS (OCCUPATION); ADULT VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; PARTICIPANT CHARACTERISTICS; PILOT PROJECTS; *PROJECT TRAINING METHODS; *EMPLOYMENT SERVICES; DISADVANTAGED GROUPS; EMPLOYMENT PROBLEMS; STUDENT PROBLEMS
*HOMEMAKER-HEALTH AIDE TRAINING PROJECT; MANSFIELD; OHIO

Eleven students participated, ranging in age from 41 to 69 with formal education from 1 year of elementary school to high school graduation. A social worker and a professional nurse assumed the major teaching responsibility and specialists in other fields contributed. Training took place in a geriatric center and included personal care, psychological aspects of illness, transmission of illness, nutrition, body function, provision of a safe and comfortable home environment, hygiene, grooming, and cleaning, cooking, and laundering. Some problems relating to the trainees were lack of physical stamina, inhibiting racial attitudes, conflicting cultural patterns, emotional insecurity and family instability, problems in relating to authority, and limited abilities to read, write, and conceptualize. Eighty-two percent completed the course jobs and 73 percent were subsequently employed in the health field. Specific benefits to trainees were improvement in grooming and hygiene, development of feelings of self-worth, increased ability to communicate, and improved living standards. (JK)

VT 000 830
School Program for Practical Nurses.

Milwaukee Vocational, Technical and Adult Schools, Wis. Curriculum Dept.
Milwaukee Inst. of Technology, Wis. Curriculum Dept.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep66 74p.

STATE CURRICULUM GUIDES; *PRACTICAL NURSING; *STATE STANDARDS; EDUCATIONAL OBJECTIVES; FACILITY REQUIREMENTS; ADMINISTRATIVE ORGANIZATION; STUDENT TEACHER RATIO; *HEALTH OCCUPATIONS EDUCATION; *PROGRAM GUIDES; PROGRAM EVALUATION; ADMINISTRATOR QUALIFICATIONS; ADMINISTRATOR RESPONSIBILITIES; TEACHER QUALIFICATIONS; TEACHER RESPONSIBILITY
WISCONSIN

Developed by registered nurses and an instructional dean and approved by the Wisconsin State Board of Nursing this plan purposes that the Milwaukee Institute of Technology have responsibility for the total practical nursing educational program from the time of recruitment and enrollment through graduation of the student. The revised 12-month curriculum is for use by instructors in course planning. Students should be age 18-55 and be high school graduates or equivalent. Sections in the document are: (1) Philosophy and Objectives, (2) Organization and Administration, (3) Curriculum, (4) Faculty, (5) Students, (6) Facilities and Resources, (7) Records, (8) Evaluations, (9) Cooperating Agencies, and (10) Meeting the Requirements for Curriculum Components. (DM)

VT 001 025 ED 020 299
Manpower Report of the President Including a Report on Manpower Requirements, Resources, Utilization, and Training.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L1.42/2:968, $2.25).
Pub Date - Apr68 331p.

*MANPOWER DEVELOPMENT; *MANPOWER NEEDS; *MANPOWER UTILIZATION; *HUMAN RESOURCES; EMPLOYMENT; UNEMPLOYMENT; LABOR FORCE; INFORMATION NEEDS; DISADVANTAGED GROUPS; JOB TRAINING; VOCATIONAL EDUCATION; GEOGRAPHIC DISTRIBUTION; MIGRATION; EMPLOYMENT TRENDS; EMPLOYMENT PROGRAMS; ECONOMIC FACTORS; *FEDERAL PROGRAMS; EMPLOYMENT PROBLEMS; LABOR MARKET; OBJECTIVES; EDUCATIONAL NEEDS; UNEMPLOYED; SUBEMPLOYMENT

The Manpower Message of the President to the Congress, delivered January 23, 1967, in which he proposed the largest manpower program yet undertaken by the Nation is presented. The sixth Manpower Report, the major part of this document, assesses accomplishments and shortcomings of efforts directed toward national manpower objectives. New ground is broken through the report's systematic review, in each chapter, of the current state of knowledge of the major manpower problem areas and the suggestions it makes regarding needed informational improvements. Major chapter headings are: (1) "Introduction by the Secretary of Labor," (2) "New Perspectives on Manpower Problems and Measures," (3) "Barriers to Employment of the Disadvantaged," (4) "Bridging the Gap from School to Work," (5) "Geographic Factors in Employment and Manpower Development," and (6) "Review of Manpower Developments in 1967," including the subheadings "Trends in Employment and Unemployment" and "New Developments in Manpower Programs." A statistical appendix includes 87 tables which provide information on (1) the labor force, employment, and unemployment, (2) special labor force data, (3) employment, hours, earnings, and labor turnover in nonagricultural establishments, (4) state and area employment and unemployment, and (5) manpower program statistics. The data for 1967 reflect several definitional changes of important concepts. Abstracts of Chapters 2 through 6 are available as VT 005 942-VT 005 947 (ARM Summer 1969). (ET)

VT 001 028
Procedures for Conducting a Vocational Education Community Study.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb66 17p.

*VOCATIONAL EDUCATION; *COMMUNITY SURVEYS; *GUIDELINES; AREA VOCATIONAL SCHOOLS; *PROGRAM PLANNING

The purpose of these procedures is to provide guidance to local communities in the initial planning for a joint vocational school. Topics discussed are the survey request, the interval between the survey request and the survey planning meeting, the survey planning, the interval between the survey planning meeting and the survey dinner, the survey and the period after the survey dinner meeting. The appendixes contain orientation talk which can be given at a study planning meeting and a suggested agenda for planning meeting for executive heads. (SL)

VT 001 249
Janezeck, Elizabeth G.
A Survey of Federal Government Publications of Interest to Small Business. 2nd Edition.

Small Business Administration, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (SBA 1.18/2:G74, $.45).
Pub Date - Aug65 129p.

*ANNOTATED BIBLIOGRAPHIES; *MANAGEMENT DEVELOPMENT; *REFERENCE MATERIALS; *GOVERNMENT PUBLICATIONS; *SMALL BUSINESS

The purpose of this bibliography is to provide information about publications of the various departments, bureaus, offices, commissions, and other administrative arms of the Federal Government that would be of interest to small business owners. All are available to the small business owner-manager. Some of the material listed outlines the help available from Federal agencies. Other publications explain the laws which agencies enforce, present statistical data useful in marketing or specialized information pertinent to particular industries or trades. Prospective businessmen, educators, or students will find helpful references on many subjects relating to small business management and operation. An annotated bibliography is supplied under an alphabetical listing by subject and titles are given in an alphabetical listing by issuing agency. (MM)

VT 001 328
Callahan, Lois
In-School Work Experience Education for Office Occupations. An Operational Handbook.

California Univ., Los Angeles. Div. of Vocational Education
California State Dept. of Education, Sacramento. Bureau of Business Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 117p.

*WORK EXPERIENCE PROGRAMS; *OFFICE OCCUPATIONS EDUCATION; *PROGRAM GUIDES; GRADE 12; MANUALS; *ACTIVITY LEARNING; CLERICAL OCCUPATIONS

This handbook suggests ways of planning and operating a program which includes in-service training in general secretarial and clerical work through the various offices of the school, supplemented with classroom instruction and textbook assignments. It was developed by a business education teacher and tested on a small group. The content objectives are: (1) to provide practical experience with duties and standards of office occupations within the school, (2) to integrate previously learned skills and understandings with newly acquired ones, and (3) to develop character traits important to job success. Each week a student usually spends four class periods at a work station under the supervision of an employed clerical person or a teacher and one period in the classroom. In-school training stations are listed with job descriptions, duties, equipment used, and number of students to be assigned to each station. A student manual of operational rules contains suggestions to help the student succeed personnaly, instructions regarding the duties and problems encountered at the training stations, and a spelling list. The appendix contains a collection of sample forms to facilitate the organization and operation of the program. (MM)

VT 001 566
Organizing Comprehensive State Health Careers Councils.

National Health Council, New York, N.Y.
Public Health Service (DHEW), Arlington, Va. Div. of Community Health Services
Vocational Rehabilitation Administration (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 19p.

*PROGRAM DEVELOPMENT; CAREERS; *HEALTH OCCUPATIONS; INTERAGENCY COORDINATION; *MANPOWER DEVELOPMENT; RECRUITMENT

The guidelines, developed as a result of the State Health Careers Councils Personnel Workshop in March, 1966, provide assistance to the states to establish or strengthen councils devoted to seeking solutions to health manpower problems through coordinated activities of the individual agencies working in this area. Presented in question and answer form, the manual treats the need for councils, modes of organization, agency membership, objectives, direct and indirect services, membership activation, committee responsibilities, roles of the board of directors and advisory committees, responsibilities of the executive, fund raising, federal funds, research by the council, and program evaluation. (JK)

VT 001 578
Criteria for Determining Approval of Vocational Units and Fractional Units in Home Economics.

Ohio State Dept. of Education, Columbus. Home Economics Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 11p.

*HOMEMAKING EDUCATION; *OCCUPATIONAL HOME ECONOMICS; STATE LEGISLATION; *EDUCATIONAL FINANCE; SECONDARY SCHOOLS; *PROGRAM DEVELOPMENT; CRITERIA; TEACHER QUALIFICATIONS; COOPERATIVE EDUCATION; *STATE STANDARDS OHIO

The home economics program and the various forms that it may take are described. Suggested as possibilities for secondary schools are: 4-year programs, a 3-year program, 2-year programs, and additional offerings in family living, non-prerequisite home economics, a class for slow learners, special interest classes, and occupational home economics. Specific regulations are listed which apply to time schedules, class size, teacher qualifications, course content, and other aspects of the program. Whole or fractional units are listed for homemaking and occupational home economics as well as for cooperative work experience programs. (MS)

VT 001 595
Hemp, Paul E.; Ehresman, Norman D.
Suggested Procedures for Planning and Conducting County FFA Cooperative Acquaintanceship Programs.

Illinois Univ., Urbana. Div. of Agricultural Education
Illinois Agricultural Association, Bloomington
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May65 17p.

*FARMER COOPERATIVES; GUIDELINES; PROGRAM ADMINISTRATION; *EDUCATIONAL PROGRAMS; *PROGRAM PLANNING; *VOCATIONAL AGRICULTURE

FARM BUREAU; *FUTURE FARMERS OF AMERICA COOPERATIVE ACQUAINTANCESHIP PROGRAMS

Based upon the findings of an earlier study of FFA Cooperative Acquaintanceship Programs in Illinois, recommendations are given for use by persons who conduct and participate in these programs. The main purpose is to provide county secretaries with a model for developing or improving existing programs sponsored by the Farm Bureau. The pertinent sections of the document include: (1) Objectives, (2) Naming the Program, (3) Preliminary Plans and Contacts, (4) Financing, (5) Planning Meeting Conduct, (6) Program Conduct, (7) Publicity, (8) Facilities and Materials, (9) Evaluation, and (10) Follow-up. A planning worksheet, publicity release, and evaluation form are provided. (JM)

VT 001 596
Technical Education, Title III George-Barden Act (Formerly Title VIII, N.D.E.A.). How to Obtain Approval for Assistance.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 10p.

*FEDERAL LAWS; *TECHNICAL EDUCATION; *FEDERAL AID; *FINANCIAL SUPPORT; *PROGRAM PROPOSALS
*GEORGE BARDEN ACT TITLE III

Instructions concerning the application for funds for technical education are presented for personnel of public secondary schools, junior colleges, adult schools, or for county superintendents. The contents include: (1) Characteristics of an Occupation Necessary for National Defense, (2) Agencies Eligible to Apply for Assistance, (3) Kinds of Activities that Qualify, (4) Preparation of Application, and (5) Procedure for Submitting an Application. A sample title page and expenditure form is given. Pertinent California addresses are included. (EM)

VT 001 617
Distributive Education in Jefferson County. A Reference Manual for Distributive Education Coordinators. Vol. 1 No. 1.

Jefferson County Public Schools, Louisville, Ky. Dept. of Supervision and Curriculum Development
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 26p.

*DISTRIBUTIVE EDUCATION; *COOPERATIVE EDUCATION; *SECONDARY EDUCATION; *PROGRAM GUIDES; PROGRAM DESCRIPTIONS
JEFFERSON COUNTY PUBLIC SCHOOLS; KENTUCKY

The development of this guide resulted from the cooperative efforts of the Jefferson County distributive education coordinators, administrative personnel of both the Jefferson County School System and the Kentucky Department of Education, and leaders of business in Jefferson County. It is hoped that it will be useful as a ready source of accepted procedures by coordinators and administrators concerned with the development of this area of public vocational education. The contents include: (1) Interpretation of the Distributive Education Program which discusses in considerable detail the objectives, operational procedures, employer, teacher, geographic area, advisory committee, and facilities of the program, (2) Distributive Education Clubs of America (DECA), purpose, organization, and history of the organization, and (3) Kentucky Constitution of DECA. (SL)

VT 001 620
Cheney, Hal C.
Employment Trends in Selected Service Occupations in the San Francisco Bay Area. Financial Services, Medical and Health Services, Hotel and Restaurant Services (Research and Development in Vocational-Technical Education). Report no. 1966-3.

California Univ., Berkeley. School of Education
California State Dept. of Education, Sacramento. Vocational Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May66 22p.

*SERVICE OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; *EMPLOYMENT TRENDS; OCCUPATIONAL CLUSTERS; MANPOWER NEEDS; EMPLOYMENT PATTERNS
SAN FRANCISCO BAY AREA

A study of employment trends in some of the service occupations in this area shows that increases in employment should be most rapid in finance, insurance, real estate, legal, educational, medical, and health occupations. The labor demand should be more in favor of the white collar workers, professional, managerial, clerical, and sales worker, with the professional and technical occupations accounting for more than 25 percent of the Bay Area employment growth in highest demand. Currently there is a persistent demand for well qualified persons such as registered nurses, vocational nurses, secretarial, clerical, and sales workers, bank tellers, title examiners, accountants, computer programers, systems analysts, social workers, group workers, case workers, registered dietitians, x-ray technicians, physical therapists, engineering aides, and precision machinists. Included in the study for most occupations are salaries, training needed, advancement information, job titles, and declining job opportunities. Indications are that the service occupations which will be in short supply in the future are those which require more extensive and difficult periods of training. (MS)

VT 001 622
Industrial Education: Its Place, Purpose, Objectives, Methods, and Organization in the Arlington County Public Schools.

Arlington County Public Schools, Va.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 26Nov65 14p.

*INDUSTRIAL ARTS; *TRADE AND INDUSTRIAL EDUCATION; SECONDARY GRADES; *EDUCATIONAL OBJECTIVES; *PROGRAM DESCRIPTIONS
*ARLINGTON COUNTY PUBLIC SCHOOLS; VIRGINIA

The curriculum of industrial education in Arlington county encompasses industrial arts grades 7-12, vocational-day trade grades 11-12, and vocational-trade extension for adults. The organization, place, purpose, and objectives of the curriculum are explained. (PS)

VT 001 623
State-Local Plan for Administration of Distributive Education.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 22p.

*STATE PROGRAMS; *DISTRIBUTIVE EDUCATION; ADULT EDUCATION; POST SECONDARY EDUCATION; *SECONDARY EDUCATION; *PROGRAM ADMINISTRATION; DISTRIBUTIVE EDUCATION TEACHERS; *STATE STANDARDS
PENNSYLVANIA

This publication indicates the current administrative and program policies for distributive education in the state in order to provide assistance to the local school district during the planning stages of a distributive education program. The contents include: (1) orientation to distributive education (objectives of distributive education and opportunities in distribution), (2) plans of operation, (3) reimbursement (operation expense, travel, adult extension, equipment, area vocational-technical school, and research), (4) teacher-coordinator (length of employment, coordination time, and selection and placement of students), (5) training sponsor, (6) advisory committee, (7) Distributive Education Clubs of America, (8) adult extension, and (9) classroom sales-laboratory. (SL)

VT 001 640
Brun, H.D.
The Ohio Young Farmer Manual.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 46p.

*MANUALS; *VOCATIONAL AGRICULTURE; *YOUNG FARMER EDUCATION; *ORGANIZATIONS (GROUPS); *YOUTH CLUBS; YOUTH PROGRAMS
OHIO; *YOUNG FARMER ASSOCIATION; YFA

In this manual, information is provided for vocational agriculture teachers and young farmer groups in organizing and developing young farmer associations. It was developed by a state supervisor from young farmer association chapters programs in Ohio. Major chapter headings are (1) The Ohio Young Farmer Association Manual, (2) Organizing the Young Farmer Association, (3) Developing a Program of Activities, (4) A Sample Schedule of Yearly Young Farmer Association Activities, and (5) Maintaining An Active Association. Possible activities for young farmer association programs listed are education, social and recreation, leadership, community service, earnings and savings, public relations, conduct of meetings, and cooperation. A sample constitution and membership card are included in the appendix. The text is illustrated with photographs. (DM)

VT 001 650
School District Organization. The Vocational School and the Intermediate District.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May66 7p.

STUDENT ENROLLMENT; *VOCATIONAL EDUCATION; STATE PROGRAMS; *AREA VOCATIONAL SCHOOLS; *SCHOOL DISTRICTS; *HIGH SCHOOL STUDENTS; ENROLLMENT INFLUENCES; *STATE STANDARDS
OHIO

Factors relating to the school district organization for a vocational school and intermediate district are briefly discussed. Table 1 presents recommended minimum and optimum enrollment for vocational schools listed by vocational areas and number of different programs with normal and maximum enrollment. Table 2 presents the size of joint vocational or intermediate districts for vocational schools including the number of vocational pupils needed, total pupils in grades 11 and 12, and total pupils in the intermediate school district. Table 3 presents the reommendations for various sizes of school enrollment itemized by number of programs, capital outlay per pupil, and operating cost per pupil. Two conclusions were that the minimum enrollment for a vocational school should be approximately 600 pupils and the minimum enrollment for a joint vocational school for an intermediate district should be approximately 15,000. (SL)

VT 001 672
Industrial Cooperative Training, A Handbook for Industrial Cooperative Teacher Coordinators.

Texas A and M Univ., College Station. Engineering Extension Service
Texas Education Agency, Austin. Vocational Industrial Education Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May65 146p.

*PROGRAM GUIDES; *COOPERATIVE EDUCATION; *REFERENCE MATERIALS; *PROGRAM ADMINISTRATION; *INSTRUCTOR COORDINATORS; TRADE AND INDUSTRIAL EDUCATION; HIGH SCHOOLS

This handbook is a compilation of information and data which the coordinator of industrial cooperative training may need during the school year. The handbook is not intended to replace prescribed procedures for training coordinators, but is intended only as a source reference on matters pertaining to program operation. The chapter titles are: (1) Introduction, (2) The Coordinator, (3) Advisory Committees, (4) Selection of Students, (5) Selection of Occupations, (6) Selection of Training Stations, (7) Placement of Students, (8) Cooperative Training Plans, (9) Classroom Facilities, (10) The Related Subjects Class, (11) Organization of Instructional Material, (12) Coordination, (13) Publicity, and (14) Closing Out the School Year. Each chapter is subdivided into reference topics on specific program activities. The appendix provides the coordinator with supplementary information such as laws affecting cooperative training, information for making program applications, requesting approval of unlisted occupations, and sample letters for hazardous occupations. (HC)

VT 001 680
An Administrative Handbook for Vocational Distributive Education in Indiana, Including Guidelines for the Secondary D.E. Program.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Sep66 120p.

*DISTRIBUTIVE EDUCATION; *STATE PROGRAMS; *INSTRUCTIONAL PROGRAMS; *PROGRAM ADMINISTRATION; SECONDARY EDUCATION; ADULT EDUCATION; *STATE STANDARDS; COOPERATIVE EDUCATION
INDIANA

This handbook is intended to serve as a reference for the coordinator as well as for local administrators on current distributive education procedures and practices. The major sections are as follows: (1) distributive education section of the Indiana state plan for vocational and technical education, (2) program purposes and objectives, (3) supervision and administration (includes organizational charts, teacher-coordinator duties and responsibilities, and sample of daily class schedule), and (4) program of instruction (indicates the relationship between cooperative and project method programs, the adult programs, and special needs). The appendix contains examples of a community survey, a letter of introduction to the employer, cooperative program forms (14 samples), program form for individual project, and administrative information for state reporting forms. (SL)

VT 001 689
Vocational Agriculture in the Next Five Years, 1963-1968.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul63 13p.

*VOCATIONAL AGRICULTURE; *PROGRAM PLANNING; *EDUCATIONAL OBJECTIVES; *GUIDELINES; *STATE PROGRAMS
OHIO

After completion of a 5-year program plan, the state's vocational agriculture teachers and state staff members agreed that another 5-year program plan should be developed. Teachers submitted suggestions compiled and reviewed by the state staff, for revision of guiding statements and goals. This publication lists guiding statements and objectives under the following broad headings: (1) planning and developing local programs, (2) local school relationships, (3) high school teaching and curriculum, (4) supervising occupational experience in agriculture, (5) advising the Future Farmers of America, (6) guidance, (7) young and adult farmer program, (8) physical facilities, (9) public relations, and (10) professional improvements. State goals were established for each objective and space provided for the establishment of local district goals. (JM)

VT 001 692
Handbook for Home Economics Teachers.

Milwaukee Public Schools, Wis.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 45p.

MANAGEMENT; SCHOOL SAFETY; *HOME ECONOMICS EDUCATION; *HIGH SCHOOLS; *PROGRAM ADMINISTRATION; *ADMINISTRATIVE POLICIES; *MANUALS

This handbook was written for teachers and personnel involved in management of a home economics department. It wasfounded on the belief that effective management contributes to the basic purpose of the home economics education--the achievement of well-being in personal and family life. The handbook contains basic information on policies and procedures as well as general guidelines for effective department management. Hopefully the information will facilitate and strengthen communications among teachers and administrative personnel. The document contains a chart and philosophy of management for the teacher and department chairman. The chapters emphasize: (1) safety in the classroom, (2) opening and closing the department, (3) maintaining department facilities, and (4) managing department business. The appendixes contain sample requisition forms, etc. (MS)

VT 001 698
Weltzheimer, O.C., And Others
The Advisory Committee, Organization and Function in Vocational Education.

Kansas State Board for Vocational Education, Topeka
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 9p.

*ADVISORY COMMITTEES; *EDUCATIONAL IMPROVEMENT; *VOCATIONAL EDUCATION

The place of the advisory committee is discussed in this booklet. The committee is defined and its functions listed with suggestions for selecting the members. The operation of the advisory committee is set forth as essentially that of a consultant role as well as a communication link between the community and the school. The advisory committee and its relation to the school should be outlined by the director of vocational education or the school representative. Committee members should visit the school to observe training and facilities. The school administration should evaluate the advice of the committee, and use it for upgrading or developing new vocational programs. (MS)

VT 001 699
Sketches of Some Recent Laws Affecting Vocational Home Economics Programs.

Kentucky State Dept. of Education, Frankfort. Vocational Home Economics Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 5p.

*EDUCATIONAL LEGISLATION; *FEDERAL LAWS; *EDUCATIONAL FINANCE; *OCCUPATIONAL HOME ECONOMICS; *VOCATIONAL EDUCATION; MANPOWER DEVELOPMENT; ECONOMIC OPPORTUNITIES

A brief analysis of recent laws affecting vocational education includes: the Vocational Education Act of 1963 (VEA), the Manpower Development and Training Act (MDTA), the Economic Opportunity Act (EOA), and the Elementary and Secondary Education Act 1965 (ESEA). Several points are brought out concerning each act including purposes, provisions, and specific titles. (MS)

VT 001 703
Criteria, Standards and Policies for Vocational Business and Office Education. Today's Preparation for Tomorrow's Jobs. Working Draft.

West Virginia State Dept. of Education, Charleston. Business Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 16p.

*OFFICE OCCUPATIONS EDUCATION; *STATE STANDARDS; *ADMINISTRATIVE POLICY; SECONDARY EDUCATION; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; *STATE FEDERAL SUPPORT; *PROGRAM GUIDES; EDUCATIONAL FACILITIES
WEST VIRGINIA

Criteria, standards, and policies for the organization and operation of business education programs to qualify as vocational units in West Virginia are provided. Types of programs include high school, post-secondary, adult and those for persons with socioeconomic or other handicaps. Each high school or post-secondary student receiving instruction in vocational classes must have declared in writing an occupational objective. Each high school program shall provide a minimum experience of six units of credit in vocational business and office education courses. High school classes shall consist of a minimum of 15 and a maximum of 25 students. Post-secondary and adult classes shall consist of a minimum of 12 and a maximum of 30 students. Suggested specimen curriculums are outlined. The cooperative work-training program, recommended physical facilities, teacher's qualifications, and allocation of federal and state funds are included. (PS)

VT 001 704
Long Range Plans, Wisconsin State Board of Vocational, Technical and Adult Education. A Report Submitted to the Coordinating Committee on Higher Education.

Wisconsin State Board of Vocational, Technical and Adult Education, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 40p.

EMPLOYMENT PROJECTIONS; *EDUCATIONAL NEEDS; FINANCIAL NEEDS; CONSTRUCTION NEEDS; EDUCATIONAL FACILITIES; EDUCATIONAL OBJECTIVES; PROGRAM DESCRIPTIONS; *PROGRAM DEVELOPMENT; ENROLLMENT PROJECTIONS; *EDUCATIONAL PLANNING; MANPOWER NEEDS; *STATE PROGRAMS; PERSONNEL NEEDS; LABOR FORCE; ADULT VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION
WISCONSIN

This report describes the history, philosophy, types of schools, programs, and projected plans of the Wisconsin State Board of Vocational, Technical and Adult Education with emphasis on the full-time 1- and 2-year non-degree and 2-year associate degree programs. The topics discussed are: (1) historical development, (2) philosophy and objectives, (3) program and program development, (4) status and projections of labor force in Wisconsin, (5) enrollment potentials, (6) staff personnel needs, (7) space needs, and (8) future plans for program development including facilities, districts, and staffing. (SL)

VT 001 720
Vocational-Technical Education Study of Dickinson and Iron Counties of Michigan.

Dickinson-Iron Area Vocational Education Study Committee, Mich.
Michigan State Dept. of Education, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 110p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; AREA VOCATIONAL SCHOOLS; SENIOR HIGH SCHOOLS; ADVISORY COMMITTEES; QUESTIONNAIRES; *EDUCATIONAL NEEDS; *COMMUNITY SURVEYS; GRADUATE SURVEYS; ENROLLMENT TRENDS; LABOR FORCE; OCCUPATIONAL ASPIRATION; EDUCATIONAL PLANNING; PROGRAM IMPROVEMENT
DICKINSON COUNTY; IRON COUNTY; MICHIGAN

The emphasis on area vocational schools was culminated in this study of the vocational needs in Dickinson-Iron Area, Michigan. Advisory committees were appointed in the following occupations: agricultural, clerical, sales, services, health care, manufacturing, mechanics and repairs, building trades, graphic arts and printing, transportation, and utilities. Some objectives of the study were: (1) to study the feasibility of a cooperative twin-county vocational education program, (2) to find the most efficient use of existing facilities and personnel, (3) to learn basic educational needs for students at different levels and for entry level employment, (4) to establish a transfer program with post-secondary institutions offering approved technical education. Procedure included questionnaires and personal interview instruments for a population of grades 7 through 12, dropouts and graduates of secondary schools in 1961-1965, and currently employed and unemployed residents of the counties. Recommendations were: (1) the establishment of a position of vocational administrator, (2) vocational offerings be coordinated under one administrator, (3) an improved system of vocational guidance be established, (4) a cooperative work experience program be established, (5) post-high training offerings be utilized, and (6) duplication be eliminated in the various service areas. Some specific suggestions are included. (MS)

VT 001 745
Code Book of Industries, Occupations and Course Titles.

Washington State Board for Vocational Education, Olympia. Trade and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov65 34p.

*OCCUPATIONS; *TRADE AND INDUSTRIAL EDUCATION; *COURSES; *INDUSTRY; *CODIFICATION; REFERENCE MATERIALS

The purpose of this code book is to furnish job titles and numbers from the "Dictionary of Occupational Titles" which are to be used in the reporting of educational data. Job titles and numbers are given for more than 600 vocational courses. Also indicated are two digit code numbers for each of the courses which indicate: (1) pre-employment, preparatory, or day course, (2) part-time cooperative course, (3) apprentice course, and (4) evening or extension course. Sections within the book are indicated by "Standard Industrial Classification" headings. (EM)

VT 001 800
Standard Industrial Classification for Use in Distributive Education.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
OE-82013
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.10).
Pub Date - 64 17p.

*CLASSIFICATION; *DISTRIBUTIVE EDUCATION; MARKETING; *STUDENT ENROLLMENT; *REFERENCE MATERIALS; INDUSTRY

This booklet is used as a base in annual enrollment reports on education for distribution made by State Boards for Vocational Education to the Office of Education. The use of the classification in the enrollment report for education in distribution and marketing is limited to distributive occupations which occur in: (1) economic activities of manufacturing, (division D of SIC Manual), (2) transportation, communication, electric, gas, and sanitary services, (division E), (3) wholesale and retail trade, (division F), (4) finance, insurance, and real estate (division G), and (5) services (division H). The structure of the classification makes it possible to classify establishments by industry on a two-digit, a three-digit, or four-digit basis. (MM)

VT 001 815
Progress in Technical Vocational Education Programs Under Title III of the George-Barden Act, Fiscal Years 1959-1964.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun65 10p.

*VOCATIONAL EDUCATION; *STATE FEDERAL AID; EXPENDITURES; STUDENT ENROLLMENT; *STATISTICAL DATA; *TECHNICAL EDUCATION; *PROGRAM EVALUATION
NATIONAL DEFENSE EDUCATION ACT OF 1958 TITLE VIII; *VOCATIONAL EDUCATION ACT OF 1963; *GEORGE BARDEN ACT TITLE III

The need for educating highly skilled technicians was implemented with the passage of Title VIII of the National Defense Education Act of 1958. Federal funds are paid to the states on a matching dollar basis to help defray expenditures for surveys, salaries, equipment, supplies, teacher education, and certain other program costs. The training is conducted under the direction of the State Boards for Vocational Education in accordance with their respective state plans. The preparatory programs and extension courses are offered in public vocational and technical schools, technical institutes, community and junior colleges, state universities, and secondary schools. Some achievements of the program in 1964 were: (1) More than 221,000 adults and youth were enrolled in institutions offering technical education, (2) Training programs were offered in 11 specialized areas, (3) 881 schools offered technical training in 1964 compared to 262 in 1959, and (4) Of 11,292 graduates available for placement, 70 percent were placed in the technical field for which they were trained and 11 percent in fields related to their training. Data on federal and matching funds, enrollments, schools, program courses, graduates, placement, and salary of graduates are included. (WB)

VT 001 828
Youth Employment Program of the United States Employment Service.

Employment Service (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan67 29p.

*EMPLOYMENT SERVICES; *YOUTH EMPLOYMENT; FEDERAL PROGRAMS; STATE PROGRAMS; *PROGRAM DESCRIPTIONS; *STATE AGENCIES; *YOUTH AGENCIES; EMPLOYMENT PROGRAMS; DROPOUTS; JOB TRAINING
*YOUTH OPPORTUNITY CENTERS; YOC

The federal-state employment service system has greatly intensified its services to youth--in counseling, testing, training, referral, and placement. By September, 1966, there were 157 Youth Opportunity Centers (Y.O.C.'s) and 706 youth units in local employment service (E.S.) offices, employing over 8,000 personnel who were devoted full-time to youth-serving activities. During the school year 1964-65, more than 633,000 school seniors in nearly 10,000 high schools were served, including 333,000 who received counseling services and 116,700 who were placed in permanent jobs. Services were provided graduating seniors on school premises as well as in local E.S. offices. Of 73,000 dropouts served, over 27,000 were placed in jobs during the 1964-65 school year. Greater attention has continually been directed toward dropouts. The E.S. also provides specialized services suited to the needs and abilities of college graduates and dropouts, handicapped youth, rural youth, Selective Service rejectees, and students seeking part-time or summer employment. The challenge facing the E.S. is suggested by the fact that in 1965, 39.2 percent of new job applications filed in E.S. offices were filed by youth under 22 years of age, yet youth accounted for only 27.7 percent of all nonfarm placements made by the E.S. and most youth were placed in clerical, sales, service, and unskilled occupations. (ET)

VT 001 838
Developing Human Resources, A Report of Progress in New Jersey Vocational-Technical Education Since January 1965.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan67 43p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *STATE ACTION; *STATE PROGRAMS; *STUDENT ENROLLMENT; PROGRAM DESCRIPTIONS
NEW JERSEY

This report records the progress in New Jersey in vocational education accomplished since January, 1965 when the new state plan for vocational education became effective. Cooperative office education programs have increased from 15 in 1964 to over 100 in 1966; cooperative industrial education programs, from 5 in 1963 to 150 in 1966. In 1964, there were 86 high school students enrolled in health occupations programs; in 1965-66, a total of 214 high school students were enrolled. Newer programs in industrial arts, after the first year of operation in 1965-66, increased from 1,966 to 3,150 students. Introduction to Vocations, a pilot program in 26 high schools, has been organized as part of the over-all education and training of ninth grade students to aid them in understanding their possible choices of a logical vocational career. In distributive education, 34 new pilot programs were established. (PS)

VT 001 847
Stephenson, Don Ray
They Came to Contra Costa College, 1966-67.

Contra Costa Coll., San Pablo, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 46p.

*COMMUNITY COLLEGES; STUDENT RECORDS; *STUDENT CHARACTERISTICS; *STUDENT ENROLLMENT; SOCIOECONOMIC BACKGROUND
*CONTRA COSTA COLLEGE; CALIFORNIA

The purpose of this study was to give a basis for development of course offerings and curriculum to meet student needs. The study is divided into 3 parts: (1) the trends as indicated by the available data, (2) current data on the day-time students, and (3) the evening or special class students. The number of students has increased over the last 4 years. The question is asked as to what happens to the large freshman class who do not plan to complete college--some students extend their time in college, some transfer to another institution, and some are not high school graduates. Comparing the results of tests, the Contra Costa College students score as well as other junior college freshmen on the American College Test. Illustrations and tables are given for: numbers of students attending Contra Costa College, and various personal information such as place and date of birth, high school data, prior college experience, employment, income, marital status, plans upon graduation, etc. Of the 2,094 students in the day classes, 254 are work study students. The same information was tabulated for the 2,273 extended day students. (MS)

VT 001 884
Kishwaukee Community College Study. Final Report.

Kishwaukee Community Coll. Committee, Illinois
Northern Illinois Univ., De Kalb
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 91p.

*COMMUNITY COLLEGES; *COMMUNITY SURVEYS; SCHOOL LOCATION; *EDUCATIONAL NEEDS; *EDUCATIONAL PLANNING; COMMUNITY CHARACTERISTICS; COLLEGE PROGRAMS; ADMINISTRATIVE ORGANIZATION; OCCUPATIONAL SURVEYS
KISHWAUKEE COMMUNITY COLLEGE; ILLINOIS; DE KALB COUNTY; LEE COUNTY; OGLE COUNTY

Eight school districts participated in the study of community college needs for the three-county area of DeKalb, Lee, and Ogle counties. The population of the combined area proposed for the college was 60,030 in 1960. The projection for the population is 80,000 in 1975. The study concludes with a recommendation for the creation of a community college for the combined area. The study predicts an opening enrollment of about 400 full-time students, rising to 1,300 full-time students within the first nine years of existence. The report contains population and enrollment statistics, financial data, educational program suggestions, building and site recommendations, industrial and residential desires for the college, legal procedures, and related information necessary for the consideration of those empowered to establish a college district. (PS)

VT 001 888
Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agricultural Departments.

California State Dept. of Education, Sacramento. Bureau of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb67 31p.

*VOCATIONAL AGRICULTURE; *ADVISORY COMMITTEES; ORGANIZATION; *MEETINGS; *PROGRAM PLANNING; *GUIDELINES

In order to provide information for California school administrators, boards of trustees, vocational agriculture teachers, and advisory committee members, this bulletin was developed on the basis of studies and experiences on advisory committees. It provides a rationale for the use of advisory committees and outlines procedures for their formation and conduct. Specific sections outline steps in formation of an advisory committee, procedure of meetings, and annual program plan suggestions. (JM)

VT 001 899
Agricultural File Index.

South Carolina State Dept. of Education, Columbia. Vocational Agriculture
Clemson Univ., S.C. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 70p.

*VOCATIONAL AGRICULTURE; *INFORMATION STORAGE; *INDEXING; *GUIDES

The purpose of this document is to provide vocational agriculture teachers with an explanation of and material for a statewide system of departmental filing procedures. The ten basic index areas are: (1) Administration, (2) Future Farmers of America, (3) General Agriculture, (4) Animal Science and Production, (5) Plant Science and Soils, (6) Field Crops, (7) Horticulture, (8) Agricultural Economics, (9) Agricultural Engineering, and (10) Conservation. The system is basically numerical but area divisions also involve an alphabetical arrangement. Further subdivision and expansion are accomodated. Filing dividers and file-folder gummed labels are provided to supplement the document and illustrate the arrangement of files. (JM)

VT 002 379
Fuka, George J.
A Graphic Analysis for the Development of a Master Plan Concept.

Great Cities Program for School Improvement, Chicago, Ill. Research Council
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 14p.

*MASTER PLANS; *GRAPHS; *VOCATIONAL DEVELOPMENT; *CAREER PLANNING; EDUCATIONAL PLANNING

The purpose of the Master Plan Concept for Career Development Education is to serve as a nation-wide guide which is systematically and cooperatively developed by a consortia of educational leaders. Its focus is to provide a sequential order for Career Development Education that emphasizes flexibility for content and articulation through grade level structure. It is an outgrowth of the followup conducted as part of the Vocational Education Project of the Great Cities Research Council. An organizational plan necessary to support the master plan concept in the three categories of developmental, functional, and operational is graphically illustrated. (PS)

VT 002 407 ED 019 445
Technician Education Yearbook, 1965-1966.

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
Prakken Publication, Inc. 416 Longshore Drive, Ann Arbor, Michigan 48107 ($10.00).
Pub Date - 65 188p.

*TECHNICAL EDUCATION; *TECHNICAL OCCUPATIONS; *OCCUPATIONAL INFORMATION; *PROGRAM DESCRIPTIONS; PROFESSIONAL ASSOCIATIONS; FEDERAL LAWS; FEDERAL LEGISLATION; BIBLIOGRAPHIES; FEDERAL AID; CURRICULUM; STUDENT ENROLLMENT; SALARIES; TECHNICAL INSTITUTES; PROGRAM DEVELOPMENT; *DIRECTORIES

The scope of the first edition of the Technician Education Yearbook (VT 003 546) was broadened in the second edition to include the agricultural, business-related, civil, electrical-electronic, health, industrial, and mechanical technologies. The purpose is to provide a single source document containing information about the technician education field for those people now offering or planning to offer such training and for guidance personnel so that they can intelligently counsel young men and women who are planning careers as technicians. Major sections include: (1) a nationwide directory of 865 institutions offering technician training which lists under each state the name of the school, the total and technician enrollments, accreditation, admission requirements, and programs offered, (2) a directory of federal and state officials responsible for technical education, (3) information on the professional organizations concerned with technician education, (4) occupational information for engineering science, medical x-ray, and dental laboratory technicians, (5) general trends in technician enrollments, placement, and salaries, (6) information on federal legislative developments and aid to technician training from the Higher Education Facilities Act of 1963, (7) issues, problems, and proposals of technician training, and (8) case studies of technician training programs. A bibliography includes (1) books, (2) Federal , state, and local government publications, (3) pamphlets, (4) articles, and (5) periodicals relating to technician training. Other editions of the yearbook are available as VT 003 546 and VT 006 243 (ARM Summer 1969). (HC)

VT 002 714 ED 024 760
Enns, Abram, And Others
Education in the Privately Owned Vocational Schools in Alameda and Contra Costa Counties. Report No. 1967-2.

California Univ., Berkeley. School of Education
California State Dept. of Education, Sacramento. Vocational Education Services
EDRS PRICE MF-$0.50 HC-$3.55
Pub Date - Sep67 69p.

*VOCATIONAL EDUCATION; *PROPRIETARY SCHOOLS; *VOCATIONAL SCHOOLS; CURRICULUM; FACILITIES; JOB PLACEMENT; URBANIZATION; POST SECONDARY EDUCATION; SECONDARY EDUCATION; STUDENT COSTS; TUITION; PROGRAM LENGTH; STUDENT ENROLLMENT
CALIFORNIA; ALAMEDA COUNTY; CONTRA COSTA COUNTY

The purpose of the study was to assess the number of privately owned vocational schools, the occupations for which the schools train, and the extent of their enrollment and labor market placement. This study is the fourth dimension of a descriptive study encompassing formal vocational-technical education offerings in Alameda and Contra Costa Counties. The other parts of the study have been concerned with the vocational-technical education which is provided in the public sector of education in high school, junior college, and adult education programs and with vocational training provided by business, industry, labor, and government. The private school study has attempted to distinguish between the total weekly educational offerings and that which is specifically vocational. Some insight is provided into the nature of facilities available, the time required for each type of training, their approximate cost, and the nature of job placement experiences. (CH)

VT 003 546 ED 021 975
Technician Education Yearbook, 1963-1964.

EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
Prakken Publications, Inc., 416 Longshore Drive, Ann Arbor, Michigan 48107 ($10.00).
Pub Date - 63 163p.

*TECHNICAL EDUCATION; *DIRECTORIES; *TECHNICAL OCCUPATIONS; JOB PLACEMENT; TECHNICAL INSTITUTES; *OCCUPATIONAL INFORMATION; FEDERAL LAWS; PROFESSIONAL ASSOCIATIONS; *PROGRAM DESCRIPTIONS; FEDERAL LEGISLATION; PUBLICATIONS; BIBLIOGRAPHIES; STUDENT ENROLLMENT; SALARIES; EMPLOYMENT TRENDS; GRADUATES; CURRICULUM

Designed to fill the need for a single source document containing information about the technical education field, this yearbook was compiled for those people now offering technician training, for those planning to offer it in the near future, and for guidance personnel so that they may intelligently counsel young people who are planning careers as technicians. A nationwide directory of schools offering technician training presents the schools, by state, and lists the total and technician enrollment, the admission requirements, and the available programs for each. Other sections present (1) occupational information about the technician including the nature of work, areas of employment, training, placement, salaries, advancement, and employment outlooks and projections, (2) case studies for selected programs in schools located in Connecticut, Georgia, Illinois, Michigan, New York, North Carolina, Oregon, and Wisconsin, and (3) information on federal laws and regulations concerning technician education, the professional organizations concerned with technician education, certification of engineering technicians, and future trends forecast. A bibliography contains (1) books, (2) federal, state, and local government publications, (3) educational institution publications, (4) articles, (5) periodicals, and (6) other pamphlets containing information on technician education. This document is available for $10.00 from Prakken Publications, Inc., 416 Longshore Drive, Ann Arbor, Michigan 48107. Other editions of the yearbook are available as VT 002 407 and VT 006 243 (ARM Summer 1969). (HC)

VT 003 804
Guidelines for Preparatory Programs, Trade and Industrial Services.

Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 39p.

*GUIDELINES; *TRADE AND INDUSTRIAL EDUCATION; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *PROGRAM ADMINISTRATION; PROGRAM DESCRIPTIONS; OCCUPATIONAL CLUSTERS; TEACHER QUALIFICATIONS; TEACHER CERTIFICATION; TEACHER EDUCATION; *STATE STANDARDS
MICHIGAN

Trade and industrial education programs organized to prepare individuals with entry skills of an occupation may follow various patterns for manipulative and technical development. The purpose of this publication is to provide guidelines for persons who have responsibilities for developing and evaluating these programs. More than 80 occupational fields, identified by Dictionary of Occupational Titles code number, are charted to show the minimum number of clock hours required in manipulative skill development and related technical instruction to provide students with minimum occupational competencies. A variation of 10 percent in the length of these training programs is acceptable. A series of diagrams describes selected job clusters designed to show the relationship between certain job skills and a wide range of occupations in which these skills are essential. The appendix describes the characteristics of trade, industrial, technical, and health occupations, qualifications of program personnel, certification requirements, and the institutions of higher education in Michigan designated by the State Board of Education for the preparation of trade and industrial education teachers. (HC)

VT 004 781
Vocational Training Program for Childcare Aides, Report of Pilot Study.

Ferndale High School, Mich. Dept. of Home Economics
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun67 131p.

*CHILD CARE WORKERS; *OCCUPATIONAL HOME ECONOMICS; PILOT PROJECTS; *PROGRAM DESCRIPTIONS; COOPERATIVE EDUCATION; HIGH SCHOOLS; LABORATORY TRAINING
FERNDALE HIGH SCHOOL; MICHIGAN

This document describes a 1-year pilot project for training high school girls for the occupation of child care aide. Of the 19 students enrolled in the program all but four had a 3-hour block. All students met for one class period 5 mornings a week for basic knowledge in child growth and development. Then, half remained in the child care laboratory school for two additional periods and the others reported to training stations, with attendance in laboratory or training alternated daily. Eight girls worked exclusively at their training stations, six of these worked in a hospital. Other training stations were day care centers, nursery groups, a Child Development Center (known elsewhere as "Headstart,") and health centers. The program and time schedule for the high school laboratory nursery as well as a sketch of the home economics facility are included in the document. The director reported that all of the trainees were employed upon completion of the course. Supplementary materials include samples of forms, descriptive materials (e.g. jobs, assignments, bibliographies), and student and administrative evaluation of the project. (FP)

VT 004 831
Projected Program Activities with Estimate of Total Expenditures for Vocational Education - Fiscal Year 1967.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun66 201p.

*VOCATIONAL EDUCATION; *STATE PROGRAMS; *PROGRAM DESCRIPTIONS; *PROGRAM IMPROVEMENT; *STATE DEPARTMENTS OF EDUCATION
OHIO

This report of projected plans for vocational education in Ohio was prepared to give directions to leadership activities in assisting local schools with expansion and improvement of vocational education. The report is divided into two main sections. The first part concerns the current year and includes sections on employment opportunities, program offerings, work study programs, and the state committee for vocational education. The second part concerns the plan to extend and improve the state's program during the year. Sections are included on high school program priorities, post-high school program priorities, adult program priorities, disadvantaged program priorities, area school construction plans, and current plans for strengthening programs. Data are provided to support the plans and priorities. (JM)

VT 004 864 ED 026 467
The Structure of Technical Training Administration in the United States.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.05
Pub Date - 66 39p.; Paper presented at Pan Indian Conference on Technical Education and Training (Perth, 1966).

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM DESCRIPTIONS; *APPRENTICESHIPS; *ON THE JOB TRAINING; FEDERAL LAWS; FEDERAL AID; ENROLLMENT; EDUCATIONAL TRENDS

Several factors, including decentralized organization and local autonomy, have resulted in the United States having 27 different training and education programs to meet national needs and functions of the central government; however, the public schools are the chief source of such formal job training. Vocational education is an integrated part of state and local programs but has been partially financed federally since the enactment of the Smith-Hughes Act of 1917. The states each must submit a state plan to the U.S. Commissioner of Education outlining their vocational education programs. Apprenticeship programs are operated voluntarily by firms or trade unions in cooperation with the U.S. Bureau of Apprenticeship and Training. A wide variety of on-the-job training is available through many types of employers and is generally considered the most effective type of company training. Technical education is often offered at post-secondary technical institutes or junior colleges. Some of these schools date back over 100 years and many are proprietary in nature. Since 1960, training has come to be viewed as means of overcoming social and economic problems and is used to encourage economic development. Various legislation is discussed and national enrollment data are presented in tabular form. (EM)

VT 004 911
Standards of Library Services in the Connecticut Vocational-Technical Schools. Bulletin No. 60.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct64 8p.

*LIBRARY SERVICES; *VOCATIONAL SCHOOLS; *LIBRARY STANDARDS; LIBRARY FACILITIES; LIBRARY COLLECTIONS; PERSONNEL NEEDS; STATE STANDARDS
CONNECTICUT

A full-time certified library-teacher should be provided for schools with 500 or more students. The library-teacher should be scheduled for not more than two teaching periods a day for schools with 300-500 students and scheduled not less than half time in the library for schools under 300. A minimum seating capacity of 40-45 pupils should be provided for smaller schools and 6 to 7 percent of enrollment for larger schools. A minimum collection of 5,000 volumes should be maintained for schools under 500 enrollment and a minimum of 10 to 8 books per pupil in that order for schools over 500. A minimum annual budget of $1,000 should be provided for schools of 300 students and under and $4 to $3 per pupil for schools 350 and up. A minimum of $80 a year should be provided for periodicals and supplies. Additional funds should be allotted every 2 years for replacements. (PS)

VT 004 949
Vocational Rehabilitation in America's Outpost in the Central Pacific,

Guam Dept. of Education. Vocational Rehabilitation
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 6p.

*PROGRAM DEVELOPMENT; *VOCATIONAL REHABILITATION; HANDICAPPED
GUAM

Initiated in 1958 with the establishment of a workshop to train the retarded and severely disabled, the Vocational Rehabilitation Division presently has a staff including a chief and three counselors. A new facility for the retarded opened in February, 1966, and a pre-vocational program for clients with tuberculosis is beginning. The incidence of disability and the needs of the disabled will be determined in a door-to-door survey in all villages and in the remote jungle from January 1967, to June 1968. Plans for the future include a hearing aid distributorship and a selective service rejectee program. (JK)

VT 004 955
Hendrix, Vernon L.
Research Opportunities in Comprehensive Public Junior Colleges--Inter- and Intra-College Organizational Problems.

American Educational Research Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 13p.

INTERINSTITUTIONAL COOPERATION; *ADMINISTRATIVE ORGANIZATION; *JUNIOR COLLEGES; *VOCATIONAL EDUCATION; *RESEARCH OPPORTUNITIES; SPEECHES; COMMUNITY COLLEGES; *SCHOOL ORGANIZATION; ORGANIZATIONAL CLIMATE

This paper is concerned primarily with the internal organization of comprehensive public community junior colleges. Two basic concerns of occupational education in community junior colleges serve as a basis for discussion: (1) Occupational education must be equal with other facets of the college program, and (2) The occupational education program must be integrated as thoroughly as possible with the rest of the colleges. Two organizational structures are proposed. The first proposed pattern would divide the college into two parts, each administered by a dean who is directly responsible to the chief campus administrator. The third and fourth levels might be divisions and departments. The unique element under this pattern, any one division would be responsible to both deans of the college. In the second proposed organization, the divisions would not be identifiable as either general or occupational. These divisions would be responsible to only one administrator, perhaps a Dean of Instruction or the President himself. The need for research growing out of these proposals is discussed and includes a definition of the objectives of college programs, effects of college organization upon the achievements of the institution, and research pertaining to faculty attitudes. (PS)

VT 004 964
Lipham, James M.
Administration and the Educational Program.

Illinois Univ., Urbana. Coll. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 33p.; Presented at National Seminar for Research in Vocational Education, University of Illinois, May 16-20, 1966.

*CURRICULUM PLANNING; *EDUCATIONAL CHANGE; PILOT PROJECTS; *SCHOOL SYSTEMS; *ROLE PERCEPTION; ORGANIZATIONAL CHANGE; *DECISION MAKING; SYSTEMS ANALYSIS

This paper reviews literature for administration theory, social system theory, antecedent variables, perception of decision making roles, criterion variables, planned and implemented curricular change, and ancillary variables as they relate to pilot studies involved with decision making, curriculum productivity and quality, and personnel participation in curriculum planning, and reports a study based on this review. A "Decision Point Analysis Instrument" was devised and administered to 6,138 persons in 31 Wisconsin school systems. It contained 25 items designed to determine perceptions concerning the decisions made by 10 position holders in each system. Measures of productivity, quality, and participation were also made in these systems. Some sample results were: (1) School systems differ widely in their productivity, participation, and quality of curricular planning, (2) Productivity and quality were not significantly related to participation, (3) A positive correlation was found between the amount of change in curricular plans and the extent of use and implementation by teachers, (4) Curricular changes involving content deletion were seldom found, and (5) Curriculum planning was positively related to curriculum productivity. A response to this paper, by Arthur McBeath, is included. (EM)

VT 004 967 ED 024 772
Health Education of Workers. Publication 1279.

Public Health Service (DHEW), Washington, D.C. Div. of Occupational Health
EDRS PRICE MF-$0.50 HC-$5.15
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.35).
Pub Date - Mar65 101p.

*HEALTH EDUCATION; *INDUSTRIAL PERSONNEL; *PROGRAM DEVELOPMENT; WORK ENVIRONMENT; RESEARCH REVIEWS (PUBLICATIONS); INDUSTRIAL TRAINING; HEALTH PROGRAMS; *HEALTH SERVICES

As a ready reference for information on health education programs for employees, this monograph brings together four comprehensive review articles which have appeared in the literature and seven abstracts of studies and demonstrations. The articles are: "Health Education in the Occupational Setting," "Health Education in Industry," "Health Education of the Worker," and "Health Education Applied to Management and Labor Unions." Abstracts are titled: (1) "Five Studies in Industrial Health Education" undertaken by the Harvard School of Public Health, (2) "Pilot Industrial Health Services Survey" by the Division of Industrial Hygiene, Los Angeles County Health Department, (3) "Newburgh Health Education Demonstration" by the National Tuberculosis Association, (4) "Gibson County Industry Experiments with Health Education" by the Rutherford Garment Company assisted by the Gibson County Department of Public Health in Rutherford, Tennessee, (5) Health Education in Industry--A Pilot Study" by the Industrial Council of Greater Atlanta, Inc., and the Georgia Department of Public Health, (6) "A Step in the Right Direction" by the Tuberculosis and Health Society of Wayne County, Detroit, (7) "Special Report--Research on Health Education in Industry" by the American Medical Association. (JK)

VT 004 974
Keenan, Terrance
Tapestry for Tomorrow, The Ford Foundation Program in the Middle East.

Ford Foundation, New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb64 57p.

PROGRAM DESCRIPTIONS; *SOCIAL WELFARE; *FOUNDATION PROGRAMS; EDUCATIONAL PROGRAMS; AGRICULTURAL RESEARCH PROJECTS; INDUSTRIAL TRAINING; ECONOMIC DEVELOPMENT; *DEVELOPING NATIONS; FOREIGN COUNTRIES; *TECHNICAL ASSISTANCE; DEVELOPMENTAL PROGRAMS
MIDDLE EAST; FORD FOUNDATION

This report describes Ford Foundation assistance to selected activities in the United Arab Republic, Lebanon, Syria, Jordan, Iraq, Saudi Arabia, Iran, Turkey, and North Africa. Since 1951, the Foundation has assisted in the social and economic activities of these countries and has contributed 32 million dollars for research, development, and education. The main objectives of this assistance was to strengthen the institution framework for the development of trained personnel and new knowledge and approaches to promote change. Projects which are discussed include: (1) the National Institute of Management Development in the United Arab Republic,

(2) a multi-purpose agricultural research laboratory in Syria, (3) a school and farm project in Jordan, (4) programs at Beirut College for Women in Lebanon, (5) the Gorgon-Dasht rural development project in Iran, (6) the teacher training and curriculum project for the National Science High School in Turkey, (7) the International Cultural Center in Tunisia, (8) educational leadership scholarships in Algeria, and (9) agricultural research in Israel. (EM)

VT 005 004
Young, Robert C.
Planning for Technical Education in the CMD (Calcutta Metropolitan District), an Outline.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan67 41p.

*TECHNICAL EDUCATION; *EDUCATIONAL PLANNING; *PROGRAM DEVELOPMENT; EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES; PROGRAM ADMINISTRATION; EDUCATIONAL FACILITIES; INSTRUCTIONAL STAFF; EDUCATIONAL FINANCE; *TRADE AND INDUSTRIAL EDUCATION; APPRENTICESHIPS; MANPOWER DEVELOPMENT; DEVELOPING NATIONS
INDIA; ·CALCUTTA METROPOLITAN DISTRICT

This paper presents an outline upon which a technical education plan could be developed for the Calcutta Metropolitan District of India. Increased employment of craftsmen and skilled office workers was anticipated to meet industrial needs. Some important questions to be answered were (1) Who will administer and finance this training? (2) Who should receive the training? (3) How many workers should be trained? (4) What will be the quality of their training? (5) Where will capable instructors be found? and (6) Where should these training programs be conducted? Background information and proposals for a technical education program were presented for discussion purposes prior to the preparation of a comprehensive technical education plan. It was recommended that a series of project studies which could involve in-plant training, junior technical schools, information systems, trade analyses, government support, and followup studies of graduates would be highly desirable. The appendixes list a report on Vocational Training in France and a note on the rigidity in technical education. (WB)

VT 005 026 ED 023 818
Demonstrating Innovations in Vocational Education: Initial Application submitted to the Office of Education, Department of Health, Education and Welfare: Plans and Operation Grant.

EHOVE Board of Education, Milan, Ohio
EDRS PRICE MF-$0.75 HC-$6.75
Pub Date - Jan68 133p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL INNOVATIONS; DEMONSTRATION PROGRAMS; *PROGRAM PROPOSALS; OCCUPATIONAL GUIDANCE; *INTEGRATED CURRICULUM
OHIO; ERIE COUNTY; HURON COUNTY; OTTAWA COUNTY

The purpose of this proposed project is to demonstrate innovations in a joint vocational school which would serve public and non-public schools in Erie, Huron, and the eastern portion of Ottawa counties. The objectives of the proposed activities were to (1) emphasize a correlated curriculum developed around the "world of work" between guidance, academic, and vocational areas, (2) strengthen the instructional program by systematizing, retrieving, and applying innovations, (3) present a guidance program in occupational opportunities, and (4) provide working models of the innovations for use by others. Emphasis is on the correlated curriculum and development of filmstrip loops, programed instruction, closed circuit television, team teaching, small group activities, large group activities, individualization laboratory, and a mobile counseling unit. The correlated curriculum would be developed around the basic problems of life, and students, counselors, teachers, supervisors, consultants, and business representatives would be involved in identification of life problems. The proposal includes detailed plans for the project. (JM)

VT 005 057
Hart, Evelyn
Report of 1967 Forum on Homemaker-Home Health Aide Service (New York City, May 4-5, 1967).

National Council for Homemaker Services, Inc., New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May67 33p.

*VISITING HOMEMAKERS; HEALTH SERVICES; *COMPANIONS (OCCUPATION); *CONFERENCE REPORTS; FINANCIAL SUPPORT; FEDERAL LEGISLATION
*FORUM ON HOMEMAKER-HOME HEALTH AIDE SERVICE, NEW YORK CITY, MAY 4-5, 1967

Approximately 400 representatives of the welfare and health fields from 34 states, Canada, and Puerto Rico participated in the forum which directed attention to the implications of recent home care legislation and problems related to financing homemaker-home health aide services. The report integrates the content of speeches by Ellen Winston, John W. Cashman, Winifred Kellogg, Clark W. Blackburn, Francis E. Browning, Mrs. Asher Yaguda, Grace W. Bell, Ruth V. Bien, Robert B. Hill, Verna M. Criss, Charles L. Hudson, and Peter G. Meek under the following headings: (1) Three Years of Growth, (2) Response to Legislation Is Slow, (3) Impact of Medicare, (4) Problem Areas Identified, (5) Service Must Be Interpreted, (6) Three Professions View Integrated Services, (7) Appeal Made for Unified Service, (8) Need vs. Source of Funds...And Other Concerns, (9) Civil Service Test Questioned, (10) Patterns of Organization Discussed, (11) Some Uniformity Deemed Necessary, (12) Need for Harmony Recognized, and (13) So Little Time...So Much to Explore. (JK)

VT 005 175
Lebo, Charles F.
A Manual for Planning and Conducting an Agricultural Mechanics Fair. Teacher Education Series, Volume VIII, Number I.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Department of Agricultural Education, 101 Agricultural Education Building, Pennsylvania State University, University Park, Pennsylvania 16802 ($.25).
Pub Date - 67 16p.

*PROGRAM GUIDES; *VOCATIONAL AGRICULTURE; *AGRICULTURAL ENGINEERING; *COCURRICULAR ACTIVITIES; STUDENT PROJECTS; *EXHIBITS; HIGH SCHOOLS
*AGRICULTURAL MECHANICS PROJECT FAIRS

Developed by an area agricultural education advisor for use by teachers of vocational agriculture in planning and conducting an agricultural mechanics fair, this activity guide may be used to promote a high school agricultural production or agricultural mechanics program. The content includes sections relating to: (1) fair plan development, (2) obtaining approval, (3) selecting the superintendent, (4) time and place, (5) rules, (6) budget, (7) class description and premium schedule, (8) publicity, (9) conducting the fair, (10) special features, (11) selecting judges, (12) score card, (13) entry blank, (14) entry tag, (15) record keeping system, and (16) evaluation. The appropriate student occupational focus is agricultural mechanics in an area of comprehensive high school in the northeast United States. (DM)

VT 005 213 ED 026 471
Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree. Revised Edition.

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($.75).
Pub Date - 67 18p.

*STANDARDS; *ACCREDITATION (INSTITUTIONS); PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *PROFESSIONAL ASSOCIATIONS; ADMINISTRATIVE ORGANIZATION; FACULTY; CURRICULUM; STUDENTS; *EVALUATION CRITERIA; EDUCATIONAL FACILITIES; ASSOCIATE DEGREES; *NURSING

The document is intended as (1) an informative device for college faculty and administrative officers who plan to conduct or are conducting associate degree programs in nursing, (2) a guide for the faculty in self-evaluation and program improvement, and (3) an evaluation tool for the Board of Review for Associate Degree Programs in the accreditation process. Criteria are presented in connection with each of the following topics: philosophy and purposes, organization and administration, faculty, students, resources and facilities, curriculum development and program of instruction, and evaluation. (JK)

VT 005 235
Tentative Work Material for Occupational Home Economics Programs.

South Carolina State Dept. of Education, Columbia. Home Economics Education Section
Clemson Univ., S.C. Vocational Education Media Center
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 90p.

*TEACHING GUIDES; *PROGRAM GUIDES; *OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; CHILD CARE WORKERS; FOOD SERVICE WORKERS; MAIDS; CLOTHING MAINTENANCE SPECIALISTS; POST SECONDARY EDUCATION; INTERIOR DECORATOR; ADULT VOCATIONAL EDUCATION; SECONDARY EDUCATION; RESOURCE MATERIALS; TEACHING TECHNIQUES

These materials are for teacher use in planning occupational home economics programs to prepare high school, post high school, and adult groups to be child care workers, homemakers' assistants, food service workers, clothing maintenance and interior design aides. They were developed during workshop at the South Carolina State College in July, 1967. Objectives are suggested for each program area. Generalizations, learning experiences, teaching materials, and evaluation techniques are listed in tabular form beneath each objective. Approximate time is suggested. The appendix includes: (1) purposes of instrumental programs in home economics, (2) differences in homemaking and occupational home economics, (3) using the community survey, (4) job analysis, (5) job related work experience, (6) observation - child care aides, (7) teachers - basic competencies, (8) follow-up of graduates, and (9) visual aid suggestions. (FP)

VT 005 413 ED 024 777
Lockette, Rutherford E.
The Application of the Judgmental Procedure to Vocational and Practical Arts Education. Final Report.

Trenton State Coll., N.J.
New Jersey State Dept. of Education, Trenton
Bayonne Public Schools, N.J.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.65 OEC-6-85-045 08
BR-5-0190

Pub Date - 66 111p.

*EDUCATIONAL INNOVATION; *EDUCATIONAL CHANGE; *EDUCATIONAL ATTITUDES; EDUCATIONAL RESEARCH; CHANGING ATTITUDES; SPEECHES; PRETESTING; POST TESTING; VOCATIONAL EDUCATION; PRACTICAL ARTS; CHANGE AGENTS; EDUCATIONAL STRATEGIES; *PROGRAM EFFECTIVENESS; *EDUCATIONAL PLANNING; EXPERIMENTAL GROUPS
BAYONNE; NEW JERSEY; *JUDGEMENTAL PROCEDURE

The major purposes of this study were to develop a process for the application of a "judgmental procedure" to program construction in vocational and practical arts education, and to apply the process in a selected local community. The "judgmental procedure" was that proposed by W. O. Stanley in 1953. After applying seven stated criteria, Bayonne, New Jersey, was selected as the local community. Phase I and II were designed to transmit information which was imperative to the development of such programs, and to develop and revise courses of study respectively. A single-group pretest-post-test design which involved three-way treatments by subjects analysis of variance was used on the 18 variables. About 50 persons participated in the study. Research limitations cited by the author overshadow the findings. The appendixes contain sample instruments and seminar presentations. (EM)

VT 005 433 ED 022 899
Flitter, Hessel H.
Nursing in the South.

Southern Regional Education Board, Atlanta, Ga.
Kellogg (W.K.) Foundation, Battle Creek, Mich.
EDRS PRICE MF-$0.50 HC-$3.05
Pub Date - Jan68 59p.

*NURSES; NURSING; *EMPLOYMENT STATISTICS; HOSPITALS; *SOUTHERN STATES; PRACTICAL NURSES; PROFESSIONAL EDUCATION; TECHNICAL EDUCATION; NURSES AIDES; STAFF UTILIZATION; EMPLOYMENT PROJECTIONS; NATIONAL SURVEYS; *MANPOWER NEEDS; NEGRO STUDENTS; TEACHERS; ACCREDITATION (INSTITUTIONS); STUDENT ENROLLMENT; ASSOCIATE DEGREES; BACCALAUREATE DEGREES; MASTERS DEGREES; DOCTORAL DEGREES; HEALTH SERVICES; *HEALTH OCCUPATIONS EDUCATION

National needs for 1975 have been projected at 450 nurses per 100,000 population. For the South to reach a goal of 300 would require that graduations be increased by 1975 to nearly four times the number graduated in 1966. Practical nurse programs have nearly doubled since 1960; in the last six years, the number of associate degree programs has increased from 15 to 69 and the number of baccalaureate programs from 48 to 57, while the number of hospital diploma programs has decreased from 218 to 179. In the South, however, student enrollment is lower, with little increase in Negro admissions, and there are proportionately fewer nationally accredited programs. Schools in the South have proportionately more vacancies in nurse faculty positions and faculty members tend to have less educational preparation for teaching: however, since 1960, there have been increases in the numbers of master's degree programs which prepare for teaching and administrative positions. Matters which warrant further considerations are relationship between national and regional goals and the specific needs of communities and states, conditions which increase withdrawal of nurses from active practice, adequacy of recruitment, desirable balance of types of nursing education programs, and the preparation of nurses for teaching, administration and other top positions. (JK)

VT 005 477
New Horizons in Vocational Technical Occupational Education.

Bucks County Public Schools, Doylestown, Pa.
Pennsylvania Univ., Philadelphia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 42p.; Summary of a Pennsylvania Conference.

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; OCCUPATIONAL GUIDANCE; EDUCATIONAL PHILOSOPHY; *SOCIAL CHANGE; SOCIAL PROBLEMS; *ADMINISTRATIVE PROBLEMS; *EDUCATIONAL COORDINATION; EDUCATIONAL PLANNING
*SOUTHEASTERN PENNSYLVANIA REGIONAL SEMINAR FOR SECONDARY PRINCIPALS AND COUNSELORS, JUNE 28-30, 1965

The conference was organized in response to the interests and needs of the region and to national and state re-examination of the role and functions of vocational education. Approximately 180 secondary administrators and counselors from 15 counties participated. The focus was on current and future challenges facing educational leadership. Four assumptions served as a framework for the conference: (1) Emerging scientific, technological, social, political, and economic conditions are changing the nature of life itself, (2) These conditions are to be understood and planned for in current educational programs, (3) Local, area, regional, and interstate planning will be necessary to provide top vocational education programs, and (4) Secondary schools of an area or region may devise vocational, technical, occupational, and special interest programs to meet the need of all students by pooling their resources. Summary responses to the assumptions presented were, respectively, (1) "Meeting Man's Destiny--The Future Now," (2) "How Education Should Fit a Person for the Life He Pursues," (3) "New Designs for Administration," and (4) "Implications for Administrators and Counselors." A list of promising ideas and suggestions from the participants is included. Names and positions of the participants are also given. (EM)

VT 005 527
Public Health Service Grants for Training Projects, Policy Statement.

Public Health Service, Washington, D.C. Publication 1302
MF AVAILABLE IN VT-ERIC SET.
Division of Research Grants, Public Health Service, Bethesda, Maryland 20014.
Pub Date - 1Jul67 49p.

*HEALTH OCCUPATIONS EDUCATION; *FEDERAL AID; *ADMINISTRATIVE POLICY; RESPONSIBILITY; PROGRAM BUDGETING; *EDUCATIONAL PROGRAMS; FINANCIAL POLICY; *STANDARDS; STUDENT SELECTION

The statement is intended to cover all Public Health Service training grants to non-profit institutions for establishing, expanding, or improving training opportunities for individuals interested in careers in the health sciences and related fields. Grantee responsibilities are explained generally and in relation to civil rights legislation, patents and inventions, copyright, investigations involving human subjects, animal procurement and care, and conflict of interest. Policies and forms of funding are discussed. Policies governing project changes are presented in relation to changes in project period, training objectives, and grantee institution, as well as temporary absence and withdrawal of the project director. Policies with regard to trainees relate to eligibility, citizenship, terms of appointment, support, concurrent awards, holidays and vacations, obligations to the Public Health Service, and services required. Other policies presented govern the publication of project information, direct and indirect costs, rebudgeting of funds, refunds, and accounting. A section on reports discusses the statement of trainee appointment, report of expenditures, progress reports, and invention reports. A listing of related public health service documents and guides is included. (JK)

VT 005 563
Model State Emergency Health Service Plan. Health Mobilization Series A-5.

Public Health Service (DHEW), Washington, D.C. Div. of Health Mobilization
MF AVAILABLE IN VT-ERIC SET.
Division of Health Mobilization, U.S. Public Health Service, 6935 Wisconsin Avenue, Chevy Chase, Maryland, 20015.
Pub Date - 66 56p.

EMERGENCY PROGRAMS; *PUBLIC HEALTH; *STATE PROGRAMS; POLICY; COMMUNICATION; *MODELS; *PROGRAM ADMINISTRATION; STATE AGENCIES; AGENCY ROLE; CIVIL DEFENSE; HEALTH NEEDS; FEDERAL PROGRAMS; STAFF ROLE
*HEALTH MOBILIZATION PROGRAM

Designed to assist state health officers in preparing for effective emergency health service operation during periods of national or major natural disaster, the document consists of three major sections followed by a series of sample emergency operating documents. "Preparedness Actions" covers normal situations and conditions which require a substantial increase in readiness. Organization and Administration presents general information and covers activation and relocation. Functions describes the roles of the state health officer, the administrative officer, the health manpower division, the material and facilities division, the medical division, and the public health division. Examples of memorandums are (1) delegation of authority by the governor to the state health officer, (2) policies governing emergency health service and resource management operations from state officer to heads of local government, civil defense directors, and local health officers, and (3) licensure requirements and liability from governor to state officer. Other sample documents cover the emergency alerting system, the emergency operating center, essential records, inventory of essential operating records, anticipated post-attack health situation, emergency mobile field teams, and damage assessment and resource evaluation. (JK)

VT 005 567
Essentials and Requirements for Reimbursable Office Education Programs, Parts I-V. Series B, Bulletin No. 182, Revised.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Voc. and Tech. Educ.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Jan66 28p.

*OFFICE OCCUPATIONS EDUCATION; *PROGRAM ADMINISTRATION; *STATE STANDARDS; EDUCATIONAL PROGRAMS; PROGRAM BUDGETING; ADMINISTRATOR GUIDES; STATE SCHOOL DISTRICT RELATIONSHIP
ILLINOIS

This bulletin outlines the minimum requirements for organizing and establishing reimbursable vocational office education programs derived from the Vocational Education Act of 1963 and the Illinois State Plan for the Administration of Vocational Education. Length of courses, teacher qualifications, student requirements, and application procedures are given for in-school programs, cooperative programs, and adult office education programs. (PS)

VT 005 733 ED 023 836
Ludwick, William E., And Others
Greater Utilization of Dental Technicians. II. Report of Clinical Tests.

Naval Training Center, Great Lakes, Ill. Dental Research Facility
EDRS PRICE MF-$0.25 HC-$2.35
Pub Date - May64 45p.

*DENTISTRY; *DENTAL AUXILIARIES; *PRODUCTIVITY; DENTAL ASSISTANTS; HEALTH OCCUPATIONS EDUCATION; *DENTISTS; TECHNICAL EDUCATION; MANPOWER UTILIZATION; COMPARATIVE ANALYSIS; EXPERIMENTAL GROUPS; CONTROL GROUPS
UNITED STATES NAVY

Following specialized training in which naval dental assistants were taught to insert restorations in cavities prepared by dental officers, clinical tests were applied to determine how much more a dental officer can accomplish when he delegates certain procedures to specially trained assistants, to evaluate the quality of the restorations, and to determine the mental and physical effects on the personnel when operating under these conditions for prolonged periods. In the clinical tests the following systems were employed: (1) one officer and two assistants operating at one chair and utilizing conventional treatment procedures, (2) one dental officer and three assistants at two chairs, (3) one dental officer and four assistants at three chairs, (4) one dental officer and five assistants at four chairs. In the latter three systems, the assistants placed restorations in cavities. Two dental officers operating in the most satisfactory three-chair system increased their productivity by more than 100 percent; a third increased in productivity by 80 percent. Short term evaluations found restorations placed by the dental teams comparable to those placed by the conventional method, and no adverse mental or physical effects when the three-chair system was utilized for 20 weeks. A related document is VT 005 732 (ARM Summer 1969). (JK)

VT 005 734
Guidelines for Project Grants for Improvements in Nurse Training.

Public Health Service (DHEW), Arlington, Va. Div. of Nursing
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 14p.

*EDUCATIONAL IMPROVEMENT; *FEDERAL AID; *NURSING; *POLICY; GUIDELINES; FEDERAL PROGRAMS; FEDERAL LEGISLATION; *PROGRAM ADMINISTRATION
*NURSE TRAINING ACT OF 1964

The booklet provides general information regarding the program of project grants authorized by the Nurse Training Act of 1964. Sections include: (1) Introduction and Purpose, (2) Required Compliances, (3) Nature of Assistance, (4) Budget, (5) Application and Award Procedures, (6) Other Information, (7) Contact in Which Project Grants Are Placed, and (8) Scope of Project Grants. (JK)

VT 005 864
Annual Report to the Governor and the Members of the 107th General Assembly, 1967.

Ohio State Board of Education, Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 118p.

*ANNUAL REPORTS; *BOARDS OF EDUCATION; *STATE DEPARTMENTS OF EDUCATION; *STATE PROGRAMS; PROGRAM ADMINISTRATION; SCHOOL ADMINISTRATION; SPECIAL SERVICES; INSTRUCTIONAL PROGRAMS; *VOCATIONAL EDUCATION; FEDERAL AID; VOCATIONAL REHABILITATION
OHIO

The work of the State Board of Education and of the Department of Education for the year 1967 and pertinent statistics indicating the status of public schools in Ohio as of the school year 1966-1967 are provided to indicate the needs and problems of Ohio schools in developing solutions to issues confronting public education in an era of urbanization, technology and social change. The content includes sections relating to (1) State Board of Education, (2) Department of Education, (3) Department Services, (4) School Administration, (5) Instruction, (6) Vocational Education, (7) Federal Assistance, and (8) Vocational Rehabilitation. Some major accomplishments in vocational education were: (1) organization of 31 joint vocational school districts, (2) development of two residential vocational schools for disadvantaged youths and adults, (3) establishment of six manpower training centers for educational services for the unemployed, (4) an increase of 18,330 students enrolled in vocational education programs, (5) addition of three new vocational high schools in major cities, and (6) establishment of a center for job preparation and vocational rehabilitation in one major city Included are 83 tables and 3 figures illustrating the educational program in the state. (DM)

VT 005 938 ED 022 910
Cushman, Harold R., And Others
The Teacher-Coordinator's Manual for Directed Work-Experience Programs in Agriculture. Cornell Miscellaneous Bulletin 91.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.30 OEG-1-6-000369-0655 08
BR-5-0161
Department of Agricultural Education, New York State College of Agriculture, Cornell University, Ithaca, New York 14850 ($.50).
Pub Date - 15Jun68 44p.

*COOPERATIVE EDUCATION; GUIDELINES; *VOCATIONAL AGRICULTURE; *PROGRAM GUIDES; *OFF FARM AGRICULTURAL OCCUPATIONS; *PROGRAM DEVELOPMENT; PROGRAM IMPROVEMENT; PROGRAM ADMINISTRATION

To assist vocational agriculture teacher-coordinators in development and improvement of directed work experience programs, a project was initiated to (1) develop tentative procedures, (2) pre-test the procedures, (3) evaluate procedures and outcomes, and (4) revise the procedures for dissemination. Representing the final stage of this project, this manual concentrates on issues, purposes, and guidelines found important and relevant by participating teachers organized under headings of: (1) Fundamental Considerations, (2) Initiating a Directed Work Experience Program, (3) Operating a Directed Work Experience Program, and (4) Legal Requirements. Explanatory information is listed for each of 38 procedures. Seven sample forms recommended for program administration and a reference list are included. Other documents of this series are available as VT 005 939 and VT 006 447 (ARM Summer 1969), and ED 019 494. (DM)

VT 005 939 ED 022 911
Cushman, Harold R., And Others
The Development and Improvement of Directed Work-Experience Programs in Expanded Vocational Education Offerings in Agriculture at the Secondary School Level. Final Report.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.00 OEG-1-6-000369-0655 08
BR-5-0161
Pub Date - Jun68 158p.

COMPARATIVE ANALYSIS; *PROGRAM DEVELOPMENT; PROGRAM GUIDES; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *CURRICULUM EVALUATION; *COOPERATIVE EDUCATION; HIGH SCHOOL STUDENTS; ORNAMENTAL HORTICULTURE; AGRICULTURAL ENGINEERING; GRADE 12; QUESTIONNAIRES; MEASUREMENT INSTRUMENTS; TEACHER ATTITUDES; EMPLOYER ATTITUDES; STUDENT ATTITUDES; WORK ATTITUDES; ACADEMIC ACHIEVEMENT; CONTROL GROUPS; EMPLOYMENT EXPERIENCE; EXPERIMENTAL GROUPS

The project objectives were to (1) develop empirically tested guidelines and procedures for initiating, developing, and operating cooperative education programs for secondary students in off-farm agricultural occupations, (2) evaluate the effectiveness of cooperative work experience, and (3) determine the effect of the extent of work experience on educational and occupational criteria. The sample included 35 students in agricultural mechanics and 68 students in ornamental horticulture from 16 high schools. Students from 10 high schools were used as a comparison group. Teachers, students, and employers endorsed the effectiveness of the guidelines and procedures used as the structural model. When compared with students enrolled in similar programs without work experience students engaged in directed work experience rated higher in technical knowledge, entry into curriculum-related employment following graduation, and entry into curriculum-related programs of advanced training. No differences were observed in the criterion performance of students with high and low amounts of occupational experience hours. Lists of contributing personnel, instruments used, and scaling models are included in the appendix. Other documents of this series are available as VT 005 938 and VT 006 447 (ARM Summer 1969), and ED 019 494. (DM)

VT 005 947 ED 021 147
New Developments in Manpower Programs.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.10
Pub Date - Apr68 20p.; In Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training, April, 1968.

*MANPOWER DEVELOPMENT; *PROGRAM DESCRIPTIONS; *FEDERAL PROGRAMS; *EMPLOYMENT PROGRAMS; *DISADVANTAGED GROUPS; WORK EXPERIENCE PROGRAMS; EXPERIMENTAL PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The three major focuses of manpower policy and programs in 1967 were on the concentration and unification of manpower forces to help the Nation's most disadvantaged people achieve employability and decently paid jobs, on greatly increased efforts to involve private industry in the training and job adjustment of the hard-core unemployed, and on new program developments aimed at greater flexibility in meeting the divergent needs of different individuals and groups. Some of the measures aimed at speeding progress in these directions were (1) expanding the Concentrated Employment Program, designed to coordinate the attack on hard-core unemployment, (2) strengthening and streamlining the Manpower Administration, the instrument within the Federal Government which manages almost 80 percent of our manpower programs, (3) establishing the Cooperative Area Manpower Planning System, begun in 1967, on a long-term basis, (4) establishing the Job Opportunities in Business Sector (JOBS) program, a new partnership between government and private industry to train and hire the hard-core unemployed, and (5) establishing the Work Incentive Program (WIN) of work and training for employable people on public assistance. Descriptions of other programs and discussions of ways of meeting the needs of specific client groups are included. A budgetary increase of 25 percent was recommended for 1969 manpower programs. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968) available as VT 001 025 (ARM Summer 1969). (ET)

VT 006 230
Bottoms, James E.; Murphy, Mary Kay
A Plan for Disseminating Vocational Education Research Materials.

Georgia Occupational Research Unit, Atlanta
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul67 24p.

*RESEARCH COORDINATING UNITS; *PROGRAM PLANNING; *INFORMATION DISSEMINATION; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; INFORMATION PROCESSING
GEORGIA

The Georgia Research Coordinating Unit (RCU) receives current vocational education research materials from other RCU's in the nation, the Regional Education Laboratories, Regional Curriculum Projects, Bureau of Research of the U.S. Office of Education, government agencies, and Educational Resources Information Center (ERIC) that are of interest to those concerned with vocational education in the state. Dissemination of research is a stated function of the RCU and a plan was developed to accomplish this function. The plan includes (1) collecting vocational education research materials, (2) cataloging the incoming research materials, (3) evaluating the research to determine the audience to which the materials direct themsevles, and (4) disseminating the research materials to educators and lay people in the state who could benefit from the information. Specifically the plan calls for compilation of a "Three-Month Summary" of abstracts which will be mailed to vocational educators in October, January, and April and to a vocational guidance audience and to general educators in May. (MM)

VT 006 243 ED 023 845
Technician Education Yearbook, 1967-1968.

EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
Prakken Publications, 416 Longshore Drive, Ann Arbor, Michigan 48107 ($10.00).
Pub Date - 68 215p.

*TECHNICAL EDUCATION; *DIRECTORIES; *TECHNICAL OCCUPATIONS; *OCCUPATIONAL INFORMATION; *PROGRAM DESCRIPTIONS; JOB PLACEMENT; TECHNICAL INSTITUTES; FEDERAL LAWS; PROFESSIONAL ASSOCIATIONS; PUBLICATIONS; STUDENT ENROLLMENT; BIBLIOGRAPHIES; EMPLOYMENT TRENDS; CURRICULUM; PROGRAM DEVELOPMENT

Designed to reflect the growth in technical education and to fulfill the need for a single source document containing information about that field, this third edition was compiled for those schools now offering technician training, for those planning to offer such training in the near future, and for guidance personnel who counsel young people planning careers as technicians. A nationwide directory of 1,024 institutions offering technician training is arranged by state and lists the total and technician enrollment, the admission requirements, and the available programs for each. Other sections present: (1) current developments in technician education, (2) federal legislative developments relating to technician education, (3) occupational information about the technician including a classification of technical education and technician manpower requirements and supply, (4) case studies for selected technician education programs, (5) articles on issues, problems, and proposals in technician education, and (6) the professional organizations concerned with technician education. A bibliography lists books, pamphlets, and articles containing information on technician education which have been published since 1965. Previous editions of the Yearbook are available as VT 002 407 and VT 003 546 (ARM Summer 1969). (HC)

VT 006 322
Standards for Homemaker-Home Health Aide Services.

National Council for Homemaker Services, Inc., New York, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 52p.

*COMMUNITY AGENCIES (PUBLIC); *VISITING HOMEMAKERS; *PROGRAM GUIDES; *PROGRAM DEVELOPMENT; PERSONNEL POLICY; PROGRAM ADMINISTRATION; COMMUNITY RELATIONS; AGENCY ROLE; STAFF ROLE; *COMPANIONS (OCCUPATION)

Representatives of 17 national welfare and health agencies working as a committee selected topics basic to a code of standards and outlined particulars related to the topics. Reinforced with 30 additional persons knowledgeable about homemaker-home health aide programs, the committee established principles which were then coded for presentation in this document. Separate chapters treat (1) the purpose and function of the homemaker-health aide service, (2) the provision of service in terms of referral, criteria of elegibility, development of a service plan, and supervision and evaluation, (3) organization and administration of the service in terms of the governing body's responsibilities. For example, the establishment of the legal status of the agency and provision for financial support, (4) staffing of the service in terms of provision for executive, supervisory, and direct services and utilization of consultants, volunteers, and supplementary workers, (5) education program including orientation, pre-assignment training, and on-going education, (6) records of intake, service, personnel, and finance, and (7) community relations including broad relationships and working relationships at the direct service level. (JK)

VT 006 375
A Progress Report on Area Vocational-Technical School Development to June 30, 1967.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 13p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL PLANNING; *PROGRAM DEVELOPMENT; SECONDARY EDUCATION; POST SECONDARY EDUCATION
PENNSYLVANIA

Progress of area vocational technical school development in Pennsylvania is reported by: (1) listing the attendance area criteria, characteristics of approved areas, and educational program plans, (2) including tables of approved attendance areas, enrollments and course offerings, buildings constructed and funded, projected building construction projects, and programs in operation, and (3) map supplements showing approved attendance areas, areas with approved program plans, and area vocational-technical schools in operation. (DM)

VT 006 447 ED 022 919
Cushman, Harold R., And Others
Guidelines and Procedures: Directed Work-Experience Programs in Vocational Agricultural Education.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.35 OEG-1-6000369-0655 08
BR-5-0161
Pub Date - Sep66 25p.

*OFF FARM AGRICULTURAL OCCUPATIONS; GUIDELINES; TEACHING PROCEDURES; *COOPERATIVE EDUCATION; *VOCATIONAL AGRICULTURE; *PROGRAM GUIDES; PROGRAM ADMINISTRATION

The growing demand for increased diversification of programs and greater specialization in work experience for students of vocational agriculture has created a need for sound teacher guidelines for initiating, establishing, and administering a vocational education program that combines the benefits of school instruction, on-the-job training, and remunerated work experience. The 38 guidelines are reported under headings of: (1) Fundamental Considerations, (2) Initiating a Directed Work-Experience Program, (3) Operating a Directed Work-Experience Program, and (4) Legal Requirements. Explanatory information is listed for each of the guidelines and supplementary material includes a list of related references. Related documents are available as VT 005 938 and VT 005 939 (ARM Summer 1969), and ED 019 494. (DM)

VT 006 563
Hessler, Tore
The Vocational School System in Sweden, A Survey. Sweden Today.

The Swedish Institute, Stockholm (Sweden)
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 12p.

*VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; *ORGANIZATION; *FOREIGN COUNTRIES
SWEDEN

Even though industry and commerce need more vocationally trained personnel, only 50 percent of the applications to vocational schools in Sweden are accepted. During the last 5 years the number attending vocational schools has increased 50 percent. The state is responsible for overall administration, advising, and financing of the vocational schools, and the municipalities, industry, and commerce are responsible for the training program. Civil service departments, the National Board of Education, county boards of education, municipal boards of education, and advisory boards share responsibility for operation of vocational schools which 75,000 full-time students attend. Both a subsidized cooperative education program where students receive theoretical training in the classroom and practical training on the job and a project method program where students receive both theoretical and practical training in school are used. Major types of schools are workshop schools, firm schools, and technical schools. Commercial education is primarily offered in general courses rather than in vocational workshop schools due to cost. Vocational schools generally offer training in industrial and handicraft trades, home economics, nursing and health occupations, and retraining programs. (DM)

VT 006 565
The Municipal Vocational Schools of Stockholm, A Survey.

The Swedish Inst., Stockholm, Sweden
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 62 23p.

*VOCATIONAL EDUCATION; *VOCATIONAL SCHOOLS; PROGRAM DESCRIPTIONS; *FOREIGN COUNTRIES; *URBAN SCHOOLS
STOCKHOLM; SWEDEN

This descriptive report contains information on organization, enrollment, types of vocational training, and services of the municipal vocational schools of Stockholm. Schools administered by the municipality are: (1) School for Industry and Handicraft, (2) School for Sewing Trades, (3) School for Domestic Science, (4) School for Commerce, (5) Stockholm Higher Commercial School, and (6) Stockholm Technical Evening School. The municipality provides public advisers, subsidies to private schools, scholarships, free school meals, free textbooks and materials, five libraries, field trips, health service, school buildings, government grants, practical guidance, and gymnastics and physical training. Teacher education and duties in the schools are outlined. (DM)

VT 006 566
Wiman, Anna
Vocational Training for Adults in Sweden. Sweden Today.

Swedish Institute, Stockholm (Sweden)
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 15p.

*ADULT VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; ORGANIZATION; *FOREIGN COUNTRIES; *PROGRAM ADMINISTRATION
SWEDEN

The 360 agents in 290 local employment offices operated by 25 county labor boards cooperate with private enterprise to determine existing and potential job vacancies and overages in the work force. Unemployed workers report to local employment offices weekly to remain eligible for benefits. The National Labor Market Board is responsible for determining where adult vocational courses are to be held, the trades in which training will be offered, trainees to attend, living allowance of the trainees, and employment for graduates. The organization and administration of the courses are the responsibility of the Board of Education. Courses are usually established in areas of high unemployment. In September 1965, there were 43 training centers offering 602 courses and 316 additional courses were offered in 130 locations. Trainees must be 21 years old, registered for work, and found suitable for training in the chosen trade. Normally 75 to 80 percent of those completing a course find employment in the area for which he was trained. The appendixes list the trainees financial allowances and the courses offered. (DM)

VT 006 602 ED 026 488
Dupree, Robert Lee
A Cost-Benefit Study of Post-High School Technical Education in Oklahoma.

Oklahoma State Univ., Stillwater
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - May68 50p.

MASTERS THESES; *COST EFFECTIVENESS; *TECHNICAL EDUCATION; *POST SECONDARY EDUCATION; *EDUCATIONAL BENEFITS; GRADUATE SURVEYS; SCHOOL SURVEYS; EDUCATIONAL ECONOMICS; COSTS; QUESTIONNAIRES
OKLAHOMA

The purpose of this study was to make a cost benefit analysis of technical education in Oklahoma. Questionnaires were used to collect cost and earnings data from 220 graduates of eight post secondary schools and data were also collected from school records. Findings included: (1) Average net income foregone was $3,849, (2) Average total educational cost to the student was $4,768, (3) Average net productivity foregone per student was $4,186, (4) Average institutional cost per student was $1,637, and (5) An estimated return of 35 percent was calculated for the student and 25 percent for society. These are relative to 2 years of post secondary technical education. This M.S. thesis was submitted to Oklahoma State University. (EM)

VT 006 721 ED 022 925
Fishman, Jacob R.; Terris, Shirley
Procedural Guide for Program Development in New Careers.

University Research Corp., Washington, D.C. Information Clearinghouse
Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs
EDRS PRICE MF-$0.25 HC-$2.25
Pub Date - Apr68 43p.

PROGRAM GUIDES; PROGRAM PLANNING; *PROGRAM DEVELOPMENT; *CULTURALLY DISADVANTAGED; COMMUNITY AGENCIES (PUBLIC); CAREER OPPORTUNITIES; FEDERAL PROGRAMS; COMMUNITY SERVICES; ON THE JOB TRAINING; *EMPLOYMENT PROGRAMS; *SUBPROFESSIONALS; *VOCATIONAL EDUCATION; OCCUPATIONAL INFORMATION; BIBLIOGRAPHIES
ECONOMIC OPPORTUNITY ACT PROGRAMS; *NEW CAREERS PROGRAM

This manual is intended to provide general guidelines and assistance to staff participating in the organization and development of a New Careers Program in a Community. These activities are supported through contract with the Bureau of Work Programs, U.S. Department of Labor, as part of the New Careers Program, Section 123(a) (4) of the Economic Opportunity Act of 1964 as amended (Scheuer Amendment). The program is structured around the development of new jobs, training, employment, and career development at the nonprofessional levels in public services: health, public education, social service, law enforcement and public safety, child care, and community development. The manual includes: (1) an outline or checklist of steps and components to be followed in proposal and program development, (2) a narrative discussing in greater detail several of the key items listed in the outline, (3) a brief description of a job development model being used in a community mental health center, (4) a sample proposal which was developed by an urban community under the auspices of the New Careers Program, and (5) a selected bibliography of available references. (PS)

VT 006 744
Cushman, Harold R.
Organizing and Conducting Young Farmer Programs in New York State. Cornell Miscellaneous Bulletin 83.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 36p.

*AGRICULTURAL EDUCATION; *YOUNG FARMER EDUCATION; *PROGRAM ADMINISTRATION; *PROGRAM DEVELOPMENT; *PROGRAM DESCRIPTIONS; ORGANIZATIONS (GROUPS); ADMINISTRATOR GUIDES; TEACHING GUIDES
NEW YORK; *YOUNG FARMER ASSOCIATION; YFA

The young farmer program is explained to assist boards of education, school administrators, advisory boards, and teachers in making administrative arrangements and to assist teachers in organizing, conducting, and evaluating young farmer programs. Content includes: (1) a description of the young farmer program, (2) suggestions for making administrative arrangements, (3) a guide for determining needs and planning instructional programs, (4) suggestions for group instruction and individual on-farm instruction, (5) suggestions for organizing and conducting a young farmer association, (6) suggestions for record keeping, and (7) plans for evaluation and improvement. Supplementary materials include: (1) a concept of instructional needs, (2) a farm business chart, (3) a young farmer survey form, (4) a farm problem summary sheet, (5) sample teaching plans, (6) a record of on-farm instruction, (7) a sample annual program of activities for a local young farmer association, (8) a chart of progress toward establishment in farming, (9) guidelines and procedures employed by the teacher in organizing and conducting the young farmer program, and (10) a reference list. (DM)

VT 006 759 ED 025 627
Comprehensive Health Manpower Planning: Demonstration of Research-Conference Procedures for Estimating Health Manpower Requirements and in Evaluating Educational and Training Programs for Selected Health Occupations in Non-Metropolitan Areas. Final Report.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.10 OEG-1-7-078374-3897 24
BR-7-8374

Pub Date - 31May68 100p.

*MANPOWER NEEDS; HEALTH OCCUPATIONS EDUCATION; *HEALTH PERSONNEL; *HEALTH SERVICES; CONFERENCES; METHODOLOGY; PROFESSIONAL ASSOCIATIONS; EMPLOYMENT PROJECTIONS; *PROGRAM PLANNING; FEASIBILITY STUDIES; INTERAGENCY COORDINATION; MANPOWER UTILIZATION; MODELS; EMPLOYMENT OPPORTUNITIES

The purpose of this project was to explore the feasibility of developing a comprehensive system for health manpower planning which would involve educators, leaders in health occupations, state officials, and university research personnel. A long range approach was developed in the form of a theoretical model which considered population trends and composition, price of health service, per capita income and distribution, and health insurance and medicare. Working papers presented to a conference of representatives of health occupations and associations included preliminary employment forecasts and an outline intended to serve as the basis of a system of procedures for assessment of requirements, resources, training, and patterns of labor utilization for the various health occupations. The conference outlined in considerable detail a recommendation for the development of a health manpower data center which would operate in close conjunction with training organizations, research departments, health associations, and health service agencies and at the same time, coordinate its work with state health planning agencies. The recommendation served as a basis for a proposed system of comprehensive health manpower planning. (JK)

VT 006 813
Griffith, John R.
Abstracts of Hospital Management Studies. Volume 4, Number 3.

Michigan Univ., Ann Arbor. Cooperative Information Center for Hospital Management Studies
Public Health Service (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar68 133p.

ABSTRACTS; *HOSPITALS; *ANNOTATED BIBLIOGRAPHIES; INDEXES (LOCATERS); *INSTITUTIONAL ADMINISTRATION; *MANAGEMENT

The purposes of the Information Center are to find new and non-circulated studies, to assemble current information, and to make new studies readily available. Published quarterly with the advice of the University Hospital and the Department of Industrial Engineering, the abstracts are classified under 42 headings, some of which are: (1) administrator and board, (2) accounting and business office, (3) areawide planning--hospital and related facilities, (4) chronic disease facilities and programs, (5) community attitude and public relations, (6) dietary, (7) health services--use, need, and demand, (8) housekeeping, (9) infection control, (10) insurance and prepayment, (11) laboratories, (12) laundry, (13) medical staff and medical care, (14) medico-legal, (15) management science and operations research, (16) manpower, (17) nursing service department, (18) obstetric service, (19) operating room and recovery room, (20) outpatient, (21) emergency and home care, (22) patient attitude, (23) personnel administration, (24) pharmacy, (25) psychiatric facilities and services, (26) physical therapy, (27) purchasing, (28) storeroom and central supply, (29) specialized care units, (30) social service, and (31) bibliographies, abstracts, and anthologies. There are subject and author indexes. (JK)

VT 007 310 ED 026 504
Vocational Education.

Wisconsin Univ., Madison
DOCUMENT NOT AVAILABLE FROM EDRS.
University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 ($2.00).
Journal of Human Resources; supplement v3 1968.
Pub Date - 68 146p.; Report of a Conference Sponsored by the Brookings Institution.

*CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *EDUCATIONAL ECONOMICS; RESEARCH UTILIZATION; ECONOMIC FACTORS; EVALUATION; OCCUPATIONAL GUIDANCE; LABOR MARKET; INDUSTRIAL TRAINING; EDUCATIONAL NEEDS; *COST EFFECTIVENESS; EMPLOYMENT TRENDS; EDUCATIONAL SUPPLY
*BROOKINGS CONFERENCE ON VOCATIONAL EDUCATION, BROOKINGS INSTITUTE, WASHINGTON, D.C., APRIL 17-18, 1967

This conference on economic issues in vocational education was the product of a number of considerations such as the increased interest in problems of the disadvantaged, the increased emphasis on vocational education by the federal government, and the increased emphasis on training and retraining as solutions to at least a part of the unemployment problem. With this background the expectations of the conference were to provide for: (1) a group of persons (chiefly economists) engaged in evaluative research in the vocational education area to be exposed to the concerns, attitudes, and views of vocational educators, and (2) a group of educators concerned with their misssion, interested in evaluation, and hopeful of increasing the effectiveness of their efforts to better understand what the economist means by evaluation, the criteria he relies on, the framework he utilizes, and the data he requires. Topics on which presentations were made include occupational guidance, labor-market implications, evaluation studies, and occupational training needs. (CH)

VT 007 323   ED 026 505
Perkins, Carl D.
Vocational Education Amendments of 1968. House Report No. 1938.

Congress of the U.S., Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.90
Pub Date -   68 56p.

*VOCATIONAL EDUCATION; *FEDERAL AID; *FEDERAL LAWS; FEDERAL STATE RELATIONSHIP; STATE PROGRAMS; EDUCATIONAL FINANCE; INCENTIVE GRANTS; RESIDENTIAL SCHOOLS; CONSUMER EDUCATION; HOMEMAKING EDUCATION; COOPERATIVE EDUATION; WORK STUDY PROGRAMS; CURRICULUM DEVELOPMENT; VOCATIONAL EDUCATION TEACHERS; PROGRAM CONTENT
*VOCATIONAL EDUCATION AMENDMENTS OF 1968

This document includes the amendments to the Vocational Act of 1963 known as the Vocational Education Amendments of 1968, H.R. 18366. A report from the Committee on Education and Labor (ED 027 391) provides background information, supplemental views on behalf of minority members, a section by section analysis, and the changes in the existing law that are made by this bill. The amendments are in the areas of: (1) general provisions, (2) state vocational education programs, (3) research and training in vocational education, (4) exemplary programs and projects, (5) residential vocational education, (6) consumer and homemaking education, (7) cooperative vocational education programs, (8) work-study programs for vocational education students, (9) curriculum development in vocational and technical education, (10) training and development programs for vocational education personnel, and (11) miscellaneous provisions. (MM)

VT 007 469
Zoned Analysis Techniques in Planning and Curriculum Development. Information Bulletin.

Delaware Occupational Research and Coordinating Unit, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date -   10p.

CHARTS; *SYSTEMS APPROACH; *PROGRAM PLANNING; CONTENT ANALYSIS; *FACTOR ANALYSIS; *CURRICULUM PLANNING; *FACTOR STRUCTURE; METHODOLOGY
*ZONED ANALYSIS

Zoned analysis is a method of graphic delineation through which factors involved in any organizational or research project may be arranged in an orderly sequence on an easy-to-understand chart. The analysis proceeds from the general to the specific according to a predetermined and definite plan. The completed chart functions as a master plan which shows the relationship of each part to the whole. The zoned analysis chart, a series of circles (zones) around a central core, has a variable number of zones according to the project being analyzed. The core must bear a clear-cut title which will restrict the scope of the investigation. The first zone beyond the core is divided into "What It Is," and "How It Is Used." Each of these is divided in the second zone; division may continue indefinitely, resulting in more precise definition of detail with the progression from one zone to another. Details are outlined for the use of zoned analysis as a conference tool, an outline, and a visual aid. Charts are included which describe and illustrate various ways the zoned analysis technique may be used in educational planning. (FP)

VT 007 567
A Catalogue of Vocational Training Programmes in Republic of China.

National Vocational Training Commission, Republic of China
MF AVAILABLE IN VT-ERIC SET.
Pub Date -   67 167p.

FOREIGN COUNTRIES; *VOCATIONAL EDUCATION; STUDENT ENROLLMENT; *PROGRAM DESCRIPTIONS; *INDUSTRIAL TRAINING; EDUCATIONAL SURVEYS; FEDERAL PROGRAMS; *NATIONAL SURVEYS; *ADULT VOCATIONAL EDUCATION; INPLANT PROGRAMS; PROGRAM LENGTH
REPUBLIC OF CHINA

In November 1966, when the National Vocational Training Commission was established, its responsibilities consisted mainly of establishing and promoting a national vocational training system. To do this it was necessary to conduct a survey of current practices and to compile a catalog of training programs. Data were collected from the Department of Reconstruction, the Performance Inspection Report of Labor Education in 1966, and the Training Survey Report of the National Youth Commission. This Chinese-English version reports, in tabular form, all kinds of skill training programs as of 1966 under these headings: (1) Number of Vocational Training Classes and Trainees by Categories of Sponsoring Establishments and Industries, (2) Vocational Training sponsored by Public and Private Enterprises, Government Agencies, Schools and Colleges, and (3) Private Business Organizations. A total of 160 enterprises offering 1,691 classes to 53,732 trainees were covered by the survey. The appendix gives information such as type of personnel organization, number of staff and trainees, course offerings, and types of facilities for 15 training programs. (EM)

VT 007 615
Barlow, Melvin L.; Reinhart, Bruce
Profiles of Trade and Technical Leaders: Summary Report.

California Univ., Los Angeles. Div. of Vocational Education
California State Dept. of Education, Sacramento. Bureau of Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date -   69 60p.

*ADMINISTRATOR CHARACTERISTICS; *ADMINISTRATOR BACKGROUND; TECHNICAL EDUCATION; EDUCATIONAL PROBLEMS; STATE SURVEYS; *ADMINISTRATIVE PROBLEMS; *TRADE AND INDUSTRIAL EDUCATION
CALIFORNIA

To provide descriptive information concerning trade and technical education leaders in California, a series of three questionnaires was used to collect data from over 200 persons and interviews were held with 30 who were randomly selected. Findings included: (1) median age was 48.56 years, (2) over 50 percent held M.A. degrees, (3) most were married, (4) median work and teaching experience was 10.31 years and 7.82 years respectively, (5) the median salary was $15,344 (6) about 85 percent spent all their time in coordination, supervision, and administration, and (7) meetings, report writing, and coordination are most oftern reported activities. Fifteen major issues were identified and 10 solutions were rated by 239 leaders. Some of these issues and highest rated solutions were: (1) The status of vocational education can be improved by orienting counselors to its values, (2) Federal efforts can be more effective by increasing flexibility, (3) Publicity can help bring vocational education into the educational mainstream, (4) The shortages of qualified vocational education teachers can be resolved by inservice education, (5) Relationships between academic and vocational education teachers can be improved by involvement in the counseling program. This is a summary of a report by the same title which is available as ED 019 457. (EM)

VT 008 203
Dalton, L. C.; And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 13, 1968). Agricultural Education Division General Session.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 37p.

*SPEECHES; *AGRICULTURAL EDUCATION; *VOCATIONAL EDUCATION; EDUCATIONAL NEEDS; CULTURALLY DISADVANTAGED; INDIVIDUALIZED INSTRUCTION; COOPERATIVE EDUCATION; TEACHING SKILLS; ADULT EDUCATION; OFF FARM AGRICULTURAL OCCUPATIONS; INTERDISCIPLINARY APPROACH; TEACHER EDUCATION
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Speeches presented at the Agricultural Education Division General Session included: (1) "Meeting Special Needs of Those Whom We Serve," by L.C. Dalton, (2) "Individualized Instruction in Vocational Agriculture," by R.M. Clark, (3) "Teacher Competency for Supervising New Student Occupational Experience Programs," by R.J. Woodin, (4) "Adult Education for Persons Employed in Off-Farm Agricultural Occupations," by D.R. McClay, (5) "Statewide Interrelated Programs in Vocational Education," by C.M. Lawrence, and (6) "Professional Personnel Development in Agricultural Education," by C.R. Smith. (DM)

VT 008 167
Yarborough, Ralph
Tomorrow, Today.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 16p.; Speech Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 9, 1968). Opening General Session.

*VOCATIONAL EDUCATION; *EDUCATIONAL LEGISLATION; *SPEECHES; *INSTRUCTIONAL TECHNOLOGY; *TECHNOLOGICAL ADVANCEMENT; PROGRAM IMPROVEMENT; PILOT PROJECTS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968; VOCATIONAL EDUCATION ACT OF 1968

The Vocational Education Act of 1968, the most comprehensive and far reaching piece of vocational education legislation in the history of this nation, is a tribute to the years of work and the wisdom back of it. Another bill which is now pending, the Educational Technology Act, provides that the existing technology program be strengthened and expanded as rapidly as schools can assimilate materials and equipment and provide professional staff to administer and oversee these programs. It also calls for the planning for and funding of model school systems which utilize technological approaches and technology in their educational design. This latter approach requires the redesign of cooperating model school districts and the provision of operational funds which are in excess of those normaly provided. Educational technology offers the "key" for major breakthroughs in achieving instructional excellence. (CH)

VT 008 168
Letson, John W., And Others
Speeches Presented at the National Conference on Exemplary Programs and Projects (1968 Amendments to the Vocational Education Act) (Atlanta, March 12-14, 1969).

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar69 258p.

EDUCATIONAL ADMINISTRATION; *MODELS; PROGRAM DEVELOPMENT; *VOCATIONAL DEVELOPMENT; *SPEECHES; OCCUPATIONAL GUIDANCE; JOB PLACEMENT; WORK EXPERIENCE PROGRAMS; CURRICULUM; ELEMENTARY SCHOOLS; JUNIOR HIGH SCHOOLS; SECONDARY SCHOOLS; ADULT EDUCATION; NONCOLLEGE PREPARATORY STUDENTS; EDUCATIONAL PROGRAMS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL INNOVATION
*NATIONAL CONFERENCE ON EXEMPLARY PROGRAMS AND PROJECTS (1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT), ATLANTA, MARCH 12-14, 1969

Among the 10 papers presented at this conference were: (1) "Implications, Priorities and Program Potential of the Exemplary Program Section of the Amendments" by Dr. John Letson, (2) "Unifying an Entire System of Education Around a Career Development Theme" by Dr. Edward Herr, (3) "School Based Models for Promoting Occupational Exploration and Guidance at the Elementary, Junior High, Secondary, and Adult Levels" by Dr. Normal Gysbers, (4) "Occupational Guidance, Counseling and Initial Job Placement Systems for Junior High and Secondary School Youth" by Dr. Gene Bottoms and Dr. Kenneth Matheny, and (5) "Patterns and Guidelines for Administering Exemplary Programs and Projects at Both State and Federal Levels" by Dr. John Coster. (CH)

VT 008 205
Wiersteiner, B.R.; Cummens, W.G.
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., Dec. 12-13, 1968). Apprenticeship and Manpower Training Programs.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 18p.

*SPEECHES; *TECHNICAL EDUCATION; *EXPERIMENTAL CURRICULUM; *RESEARCH PROJECTS; *SCHOOL INDUSTRY RELATIONSHIP; ELECTRONICS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13,1968

"Technician and His Job" by S.R. Wiersteiner, reports a Pennsylvania study entitled, "Effects of Field and Job Oriented Technical Retraining on Manpower Utilization of the Unemployed" which began in 1964. "Industry, Education, and Government Cooperation" by W.G. Cummens reports on cooperative efforts in the field of electronics. (EM)

VT 008 206
Abbott, Ellen M.
Dynamics of the Organizational Power Structure.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 19p.; Speech Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., Dec. 12, 1968). T and I Women's Section Luncheon and General Meeting.

*ORGANIZATIONS (GROUPS); *SPEECHES; *POWER STRUCTURE; *FEMALES
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Power is a necessity in modern organizational relations. Favoring the participation of women is the fact that both sexes are finding greater freedom to express their own potential for personal development through the more realistic evaluation of their own individual differences. Each individual is experiencing greater spontaneity and greater satisfaction in being himself or herself. In order to fully utilize her potential to exercise power, each woman should: (1) make use of existing opportunities to utilize ability, (2) secure the training or education to qualify for high-level jobs, and (3) develop a vision of what she wants for herself and other women. The appendix includes brief discussions of structural, process, decision-making, and systems approaches to administrative organization. (JK)

VT 008 207
Brown, George J., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 12, 1968). Industrial Arts General Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 39p.

*SPEECHES; *INDUSTRIAL ARTS; *FELLOWSHIPS; *SAFETY EDUCATION; MATERIAL DEVELOPMENT; PROGRAM ADMINISTRATION
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Five speeches presented at three general meetings are on the topics of joint fellowships with industry and education, the changing image of work, and safety. "The Development of a Fellowship Proposed" by George J. Brown suggests the needed ingredients of a fellowship proposal. "Conducting an Experienced Teacher Fellowship Program" by G. Harold Silvius presents the major elements of a fellowship program at Wayne State University. "Instructional Methods and Media for Implementing New Industrial Concepts" by Jack Kirby relates the role of instructional materials development in the fellowship program at Wisconsin State University at Platteville. "The Changing Image of Work in Our Society" by Howard F. Nelson reviews sociological and psychological factors involved in the concept of work. "Safety: In School and on the Job" by Herbert Siegel relates safety to the industrial arts instructional program as taught in New York City. (EM)

VT 008 208
Jeremias, Hermine, And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 12, 1968). Business and Office Education General Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 20p.

*BUSINESS EDUCATION; *EDUCATIONAL RESEARCH; *SIMULATION; *COOPERATIVE PROGRAMS; *SPEECHES; PROGRAM DEVELOPMENT
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

This document contains one speech and the outline of two other speeches that were presented in business and office education general meetings at the annual American Vocational Association convention in 1968. Hermine Jeremias spoke on "Business Education Research in the Philadelphia Public Schools," a speech directed at ways in which research can assist in the elimination of trouble spots in business education. Garth A. Hanson described the use of simulation in conducting simulated office programs in Utah. Outlines titled, (1) Four Reasons for Having a Cooperative Program, (2) Five Phases of Selecting and Developing Training Stations, (3) Where to Go to Look for Training Stations, (4) Developing the Training Station, and (5) A Summary of What Does It All Accomplish? are included from a speech by Maxine Emery. (MM)

VT 008 211
Witherow, Mary, And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 10-11, 1968). Secondary Department General Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 31p.

*SPEECHES; *INSTRUCTIONAL INNOVATION; OFFICE OCCUPATIONS EDUCATION; DISTRIBUTIVE EDUCATION; INDUSTRIAL ARTS; *STUDENT NEEDS; DISADVANTAGED YOUTH; EMPLOYER ATTITUDES; *VOCATIONAL EDUCATION; *EXPERIMENTAL PROGRAMS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Speeches presented at a series of general meetings concerned with secondary education programs are included. "Innovations in Business" by Mary Witherow describes the business education program at the O'Fallon Skill Center. "The Senior Intensified Program--Detroit Public Schools," by Vastene Woodhouse, outlines this combined distributive education and business education program which operates as a 3-year demonstration project using simulated facilities rather than the cooperative education format. "Innovative Programs in Industrial Arts" by Walter C. Brown reviews six diverse programs that were selected from a large group which will be reported in a later bulletin by the Industrial Arts Division. "Providing Individual Services for Vocational Students with Special Needs" by Christine W. Wallace outlines the resources and services needed to provide individual educational experiences for disadvantaged students. "A Businessman's View of Vocational Education" by Stanley Puddiford presents a personal reaction to several issues involving vocational education. (EM)

VT 008 212
Greiber, C. L., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 10-11, 1968). Post Secondary Department General Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 29p.

*POST SECONDARY EDUCATION; *VOCATIONAL EDUCATION; *PROGRAM DESCRIPTIONS; *EDUCATIONAL NEEDS; COST EFFECTIVENESS; TECHNICAL EDUCATION; PROGRAM DEVELOPMENT; EXPERIMENTAL PROGRAMS; DEVELOPMENTAL PROGRAMS; *SPEECHES
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968; WISCONSIN

Speeches reported are: (1) "Programs in Post Secondary Preparatory Vocational Education," by C.L. Greiber, containing a description of the development of post secondary vocational education in Wisconsin, (2) "Need for Developmental and Experimental Vocational Programs at the Post Secondary Level," by R. Yarborough, containing the view of Congress toward vocational education and a discussion of trends, including the shift of emphasis from the secondary to the post secondary level, the thousands of disadvantaged young people who drop out of high school, and the improbability of a single-purpose terminal secondary school program adequately preparing students for a lifetime career, and (3) "The Economics of Vocational Education at the Post Secondary Level," by A.B. Wooten, stating that vocational education can accelerate major improvements in our production process by making people more receptive to new techniques and innovations, promoting the specialization and intensification of labor use, promoting labor mobility geographically and between industries, and insuring that those individuals who are responsible for making major technical and economic decisions possess the necessary knowledge. (DM)

VT 008 214
Mills, Chester O., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 10-11, 1968). Adult Education Department Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 39p.

*ADULT VOCATIONAL EDUCATION; *PROGRAM DEVELOPMENT; *AGRICULTURAL EDUCATION; RECRUITMENT; *PROGRAM DESCRIPTIONS; GUIDELINES; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; TEACHER SALARIES; CASE STUDIES (EDUCATION); *SPEECHES; PROGRAM ADMINISTRATION
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Speeches presented at the Adult Education Department Meetings included: (1) "The Successful Promotion of Adult Vocational Education Programs," by C.O. Mills, containing a discussion of the basic fundamentals for successful promotion, criteria for effective program administration, criteria for instructor selection, steps in organizing and conducting a course, some proven methods for identifying local needs, and methods of publicizing programs, (2) "Adult Program Design and Recruitment in Agriculture for Different Age Level Groups," by J.E. Dougan, containing sections on the importance of agriculture, adult education in agriculture, benefits of adult education for all age groups, principles of program planning in adult education, guidelines for designing adult education programs for different age groups, separate programs for young and adult farmers, and recruitment in adult education, (3) "Teacher Recruitment and Problems Relating to Salaries of Teachers of Adult Classes," by H.D. Bearden, concerning teacher qualifications, sources of teachers, and salary incentives for teaching, and (4) "Adult Vocational Education, Success Stories of Local Programs and Course Offerings," by L. Farone, containing case studies of successful adult vocational education students. (DM)

VT 008 217
Kramer, Ernest G., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 9-11, 1968). Supervision and Administration.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 43p.

*VOCATIONAL EDUCATION; *EDUCATIONAL ADMINISTRATION; *SUPERVISION; ADMINISTRATIVE ORGANIZATION; *ADMINISTRATOR ROLE; INDUSTRIAL ARTS; *SPEECHES; STATE SUPERVISORS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Speeches presented at the Supervision and Administration Meetings included: (1) "Role of the Vocational Education Administrator in Developing Successful Patterns of Organization," by E.G. Kramer, (2) "Patterns and Principles of Organization for Vocational Education," by B.R. Shoemaker, (3) "The Way It Is," by F.A. Miller, (4) "Definition of Vocational and Technical Education," by B.R. Shoemaker, and (5) "Problems of Administration and Supervision of Industrial Arts: The Role of the State Department of Education Vocational Consultant," by E.T. Brown. (DM)

VT 008 218
Warmbrod, Robert J., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 10, 1968). Board Members Meeting.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 25p.

*VOCATIONAL EDUCATION; *COST EFFECTIVENESS; ECONOMIC RESEARCH; *PROGRAM DESCRIPTIONS; BIBLIOGRAPHIES; *SPEECHES; EVALUATION CRITERIA; *EDUCATIONAL ECONOMICS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968; SOUTH CAROLINA

Speeches presented at the Board Members Meeting of the American Vocational Association's Annual Convention included: (1) "Economics of Vocational Education," by J. Robert Warmbrod, containing Some Quotes About the Economics of Vocational Education, Board Members' Concerns About the Economics of Vocational Education, Economics of Education, Benefits and Costs of Vocational Education, Measuring the Benefits of Vocational Education, Determining the Cost of Vocational Education, Reports of Research, and Some Conclusions, and (2) "Vocational-Technical Education: A Partner in Economic Development," by William H. Seals, containing a description of the South Carolina vocational-technical program. (DM)

CURRICULUM
SECTION

VT 001 693
Boortz, Nathan H.
The Dental Assisting Curriculum--Content and Scope (A Position Paper Prepared for the Workshop on Dental Assisting Education, Chicago, Illinois, September 28-30, 1967).

American Dental Association, Chicago, Ill. Council on Dental Education
American Association of Dental Schools, Chicago, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 17p.

*DENTAL ASSISTANTS; *PROGRAM DEVELOPMENT; CURRICULUM; STUDENT TEACHER RATIO; CERTIFICATION; ACCREDITATION (INSTITUTIONS); CLINICAL EXPERIENCE; *HEALTH OCCUPATIONS EDUCATION; *STANDARDS

Offered in a collegiate institution and leading to an Associate in Arts degree, the curriculum should include about 32 units of instruction in the dental assisting major, 14-20 units of related courses, and 10-19 units of general education. Early in the program, the student should receive an orientation clinical experience and later advanced clinical experience. The instructor-student ratio in these experiences should not exceed one to 16 in dental clinics or one to 12 in private dental offices. A planned orientation of dental students, practicing dentists, and employed dental assistants in advance of the student experience is important. An advisory committee including dentists and dental assistants should assist with planning, inaugurating, and implementing the program which should be evaluated continuously by the staff and the advisory committee in terms of current dental practices. The Council on Dental Education's accrediting program should be continued and students should be encouraged to seek certification by the American Dental Assistants Association. Included are an outline of recommended courses, a sample curriculum, and suggested course descriptions. (JK)

VT 002 425 ED 024 759
Brunner, Ken August
Guide to Organized Occupational Curriculums in Higher Education, Graduates: July 1, 1961 through June 30, 1962, and Enrollments: October 1, 1962, Institutional Data. Circular, No. 771.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. OE-54012-62
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (FS5.254:54012-62, $.60).
Pub Date - 65 119p.

*CURRICULUM; *TECHNICAL EDUCATION; *HIGHER EDUCATION; *STUDENT ENROLLMENT; GRADUATES; NATIONAL SURVEYS; *DIRECTORIES; DEGREES (TITLES); QUESTIONNAIRES

Of 1,929 institutions surveyed, questionnaires were obtained from 98.9 percent. The survey revealed organized occupational curriculums of at least 1 but less than 4 years in length in 879 institutions of higher education in the United States. The 1962 enrollment of 274,725 students in technical or semiprofessional level curriculums represented an increase of 10.8 percent over that of 1960. The five leading curriculum areas in terms of 1962 enrollments were business and commerce, electrical technology, mechanical technology, health service, and architectural and civil technology. Tabular data are presented for the number of graduates in 1961-62 and enrollment in fall 1962 in (1) engineering-related organized occupational curriculums of 1, 2, or 3 years by control, state, and institution, (2) technical level engineering-related curriculums of 1, 2, or 3 years by type of award, Engineers Council for Professional Development accreditation, curriculum and institution, (3) non-engineering-related curriculums of 1, 2, or 3 years by control, state, and institution, and (4) technician or semiprofessional level non-engineering-related curriculums of 1, 2, or 3 years by type of award, curriculum, and institution. (PS)

VT 002 943
Stiles, Philip G., And Others
Potential for Food Handling and Distribution Training in Conneticut.

Conneticut State Dept. of Education, Hartford. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET. OEC-5-85-112
Pub Date - Jun67 29p.

*FOOD STORES; *EDUCATIONAL NEEDS; POST SECONDARY EDUCATION; PROGRAM DEVELOPMENT; CURRICULUM DEVELOPMENT; MARKETING; MERCHANDISING; CAREER OPPORTUNITIES; CURRICULUM; STATE SURVEYS; *DISTRIBUTIVE EDUCATION; HIGH SCHOOLS; EMPLOYER ATTITUDES; MANPOWER NEEDS; EMPLOYEE NEEDS; EMPLOYMENT OPPORTUNITIES
CONNECTICUT

"Curriculum in Food Handling and Distribution, A Guide for Experimentation in High School and Post High School Vocational Training" is summarized. See abstract of VT 004 118 (ARM Spring 1969) which is the complete study. (MM)

VT 003 400 ED 025 458
Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services: Volume I: A Post High School Program in Home Economics (May 1, 1966-June 30, 1967). Final Report.

Georgia Univ., Athens. Coll. of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$7.50 OEG-2-6-062258-9725 08
BR-6-2258
Pub Date - 67 148p.

*OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE OCCUPATIONS; FOOD SERVICE WORKERS; FOODS INSTRUCTION; NUTRITION; SKILL ANALYSIS; OCCUPATIONAL INFORMATION; EDUCATIONAL FACILITIES; PROGRAM PLANNING; INSTRUCTIONAL MATERIALS; CURRICULUM; *EDUCATIONAL PROGRAMS; *POST SECONDARY EDUCATION; *CURRICULUM DEVELOPMENT; BIBLIOGRAPHIES; TEACHING METHODS

The institute was designed to provide information and develop some ability in initiating, developing, and evaluating programs for training workers as food service supervisors in post-high school level programs. Organizational details, student and faculty qualifications, a job description and analysis of the food service supervisor occupation are included in the document. A curriculum designed to prepare individuals for employment in the food service areas in hospitals, homes for the aged, homes for children, hotels, restaurants, schools and industrial cafeterias and other similar operations as food service supervisors and/or managers, lists necessary course work at the junior colleges and area vocational-technical schools. Instructional materials are designed to develop concepts of: (1) supervision of a food service department, (2) nutrition, diets, and menu planning, (3) food purchasing, storage, and handling, (4) food preparation and service, (5) sanitation, safety, and care of facilities, and (6) equipment, records, and reports. They are presented in tabular form, specifying content, experiences, evaluation, and resources. The appendix contains survey and job analysis forms, specifications for facilities and equipment, an equipment list, and a bibliography. Related materials are available as VT 007 682 (ARM Summer 1969). (FP)

VT 003 520
Arnold, Joseph P.
A Study of Recommendations for Technical Education Curricula.

Purdue Univ., Lafayette, Ind.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 15p.

*CURRICULUM RESEARCH; *TECHNICAL EDUCATION; *EDUCATIONAL NEEDS; SUBPROFESSIONALS; JOB SKILLS; *CORE CURRICULUM; ADMINISTRATIVE PERSONNEL; EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; MANUFACTURING INDUSTRY

"A Study of Recommendations for Technical Education Curricula" is summarized. See abstract VT 002 464 (ARM Summer 1969) which is the complete study. (HC)

VT 004 002
Decker, John P.
A Functional Analysis of Paramedical Occupations as a Foundation for Curriculum Development. Condensation of the Final Report.

Arizona Health Services Education Association, Phoenix
Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research
MF AVAILABLE IN VT-ERIC SET. OEG-4-6-062193-2229 08
BR-6-2193
Pub Date - 31Aug67 9p.

*HEALTH OCCUPATIONS EDUCATION; *MEDICAL LABORATORY ASSISTANTS; *CURRICULUM DEVELOPMENT; TECHNICAL EDUCATION; *BEHAVIORAL SCIENCE RESEARCH; EDUCATIONAL RESEARCH; PROBLEM SOLVING

The study, "A Functional Analysis of Paramedical Occupations as a Foundation for Curriculum Development" (ED 012 790) is summarized. (JK)

VT 004 581 ED 022 880
McGuire, James E.
Teaching Basic Production Economic Principles to Secondary School Students of Vocational Agriculture: An Evaluative Case Study.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-5461, microfilm $3.00, xeroxed $9.00).
Pub Date - 66

*ECONOMICS; *VOCATIONAL AGRICULTURE; HIGH SCHOOLS; UNITS OF STUDY (SUBJECT FIELDS); *CURRICULUM EVALUATION; STUDENT ATTITUDES; DOCTORAL THESES

Four modules of instruction on basic production economic principles were developed, tried in high school classes of students preparing for on- and off-farm agricultural occupations, and evaluated for content and teaching. Basic principles studied were supply and demand, value theory, variable proportions, and marginal analysis. Total and part scores for each module were summarized by students, grouped homogeneously, by students grouped by school, and by overall mean and standard deviation. Teacher and student opinionnaires were used to collect data on student attitudes. It was found that high school students can learn basic production economic principles, but that some students enjoy the instruction and learn more than others. Certain teachers appear to teach economic principles more effectively. This Ph.D. thesis was submitted to Purdue University. (JM)

VT 005 732 ED 023 835
Ludwick, William E., And Others
Greater Utilization of Dental Technicians. Report of Training.

Naval Training Center, Great Lakes, Ill. Dental Research Facility
EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - Aug63 14p.

*DENTAL AUXILIARIES; *HEALTH OCCUPATIONS EDUCATION; *PRODUCTIVITY; *DENTISTRY; DENTAL ASSISTANTS; MANPOWER UTILIZATION; CURRICULUM DEVELOPMENT; DENTISTS
UNITED STATES NAVY

This report of one phase of a study concerned with seeking means of extending the success of dental officers through delegation of certain treatment procedures to auxiliary personnel focuses upon determining the amount of training dental assistants (termed dental technicians by the Navy) require in order to perform the treatment procedure involved. Twelve dental assistants who had had no special training beyond the Navy's 16-week Dental Technician Training Course and whose dental assisting experience ranged from less than 3 months to 23 months were trained in a 7-week course to perform several specific treatment procedures. Evaluators examined 21 restorations which had been inserted by trainers and 41 which had been done by conventional methods. Only one restoration inserted by a trainee was considered unsatisfactory and all restorations inserted by conventional methods were scored satisfactory. It was concluded that the assistants' special training had been sufficient to justify proceeding to the next phase of the study which involved clinical tests of the restorations, which are reported in a related document VT 005 733 (ARM Summer 1969). (JK)

VT 007 375 ED 023 931
Workshop Report: Distributive Education Project Development Workshop (Rutgers University, New Brunswick, June 19-30, 1967).

Wisconsin Univ., Madison. School of Education
Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Voc. Education Research
EDRS PRICE MF-$1.00 HC-$10.90 OEG-3-7-070467-3084 08
BR-7-0467
Pub Date - 67 216p.

*DISTRIBUTIVE EDUCATION; *PROJECT TRAINING METHODS; *TEACHER WORKSHOPS; *CURRICULUM DEVELOPMENT; PROGRAM EVALUATION; PROGRAM DEVELOPMENT; CULTURALLY DISADVANTAGED; *STUDENT PROJECTS; MERCHANDISING; SALESMANSHIP
*DISTRIBUTIVE EDUCATION PROJECT-DEVELOPMENT WORKSHOPS

This report of a 2-week workshop contains 12 papers presented by their authors, four business presentations, and 12 group and 25 individual projects. The papers pertain to the application of the project method, objectives and use of projects, and preparing cultually deprived students. The business presentations relate to advertising, credit, merchandising, and personnel. Group projects relate to advertising, promotion, brand comparison, classification of distributive business, community career opportunity, career opportunity distribution in shopping centers, and brand preferences. The individual projects relate to advertising and promotion (10), distributive fields (9), display (2), selling (21), grooming, and guarantees warantees. Each project includes: descriptive title, objective or purpose, value and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. VT 007 377 (ARM Summer 1969) is a report of the same type of workshop conducted at Wisconsin University and VT 007 376 (ARM Summer 1969) is a summary and final report of the development and evaluation of both workshops. (MM)

VT 007 376 ED 023 932
Samson, Harland E.
Regional Workshops in Project Development for Distributive Education Curricula. Final Report.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.30 OEG-3-7-070467-3084 08
BR-7-0467

Pub Date - Dec67 44p.

*DISTRIBUTIVE EDUCATION; *PROJECT TRAINING METHODS; *TEACHER WORKSHOPS; *CURRICULUM DEVELOPMENT; *PROGRAM EVALUATION; *PROGRAM DEVELOPMENT; STUDENT PROJECTS
*DISTRIBUTIVE EDUCATION PROJECT DEVELOPMENT WORKSHOPS

Two regional workshops were held to expedite development and improvement in the scope and quality of project training in distributive education. The activities center around the development of instructional projects for high school level distributive education students. Each workshop consisted of about 42 hours of formal instruction, 30 hours of preparation and reporting, plus pre- and post-workshop organizing of project materials. A total of 52 experienced distributive education coordinators participated in developing 22 group projects and 52 individual projects which can be found in "Workshop Report: Distributive Education Project Development Workshop at Rutgers," VT 007 375 (ARM Summer 1969) and "Workshop Report: Distributive Education Project Development Workshop at the University of Wisconsin," VT 007 377 (ARM Summer 1969). This report contains a summary of the development and conduct of the project development workshops and the evaluation of each workshop and subsequent dissemination success. A total of 19 recommendations are made by the project review committee relative to project development workshops. (MM)

VT 007 377 ED 023 933
Workshop Report: Distributive Education Project Development Workshop. (Wisconsin Univ., Madison, July 30-August 11, 1967).

Wisconsin Univ., Madison. School of Education
Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Voc. Education Research
EDRS PRICE MF-$1.00 HC-$10.05 OEG-3-7-070467-3084 08
BR-7-0467

Pub Date - 67 199p.

*DISTRIBUTIVE EDUCATION; *PROJECT TRAINING METHOD; *TEACHER WORKSHOPS; *CURRICULUM DEVELOPMENT; PROGRAM EVALUATION; PROGRAM DEVELOPMENT; *STUDENT PROJECTS; MERCHANDISING; SALESMANSHIP
*DISTRIBUTIVE EDUCATION PROJECT DEVELOPMENT WORKSHOPS

This report of a 2-week workshop contains four papers presented by their authors, eight business presentations, and 11 group and 24 individual projects developed by the workshop participants. The papers pertain to project evaluation, project information, project training and distributive programs. The business presentations relate to new products, the consumer, store operations, retailing, convenience stores, direct sales, industrial distribution, and individual needs of youth. The group projects relate to: display, communication, educational requirements, employment opportunities, job application, style show, product information, advertising, management, and sales. Projects for individual students relate to: career decision (10), job performance (7), sales (6), advertising, and income tax. Each project includes: descriptive title, objective or purpose, nature and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. VT 007 375 (ARM Summer 1969) is a report of the same type of workshop conducted at Rutgers, and VT 007 376 (ARM Summer 1969) is a summary and final report of the development and evaluation of both workshops. (MM)

VT 007 472 ED 026 509
Green, Ralph; Schaeffer, Geraldine
Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers. Final Report.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.20 OEG-1-7-062840-2717 08
BR-6-2840

Pub Date - Sep68 62p.

*CURRICULUM DEVELOPMENT; *LAW ENFORCEMENT; *ADULT VOCATIONAL EDUCATION; CURRICULUM EVALUATION; *NATIONAL SURVEYS; *CURRICULUM RESEARCH; POLICE; EDUCATIONAL SURVEYS; CURRICULUM PROBLEMS; QUESTIONNAIRES
PROJECT LAW ENFORCEMENT TRAINING

The purpose of this project was to improve basic police training by investigating existing curriculums and producing standardized instructional materials; however, funding termination did not allow the latter. VT 007 473 (ARM Summer 1969) is a report of a literature and curriculum review for this project. From this review and a related study 168 topics were identified under 12 police training subject areas. Rough drafts of lesson plans were made for two of these areas. An exmaination of these topics resulted in the conclusion that differences between agencies and localities precluded a viable "national" or "model" curriculum for police training. (EM)

VT 007 473 ED 025 645
Green, Ralph; Schaeffer, Geraldine
Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers. Initial Curriculum Study.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-$0.50 HC-$4.45
BR-6-2840
OEG-1-7-062840-2717
08
Pub Date - 67 87p.

EDUCATIONAL SURVEYS; *CURRICULUM DEVELOPMENT; CURRICULUM PROBLEMS; *LAW ENFORCEMENT; POLICE; *ADULT VOCATIONAL EDUCATION; CURRICULUM RESEARCH; *NATIONAL SURVEYS; *LITERATURE REVIEWS
PROJECT LAW ENFORCEMENT TRAINING

The purposes of this study were to determine what information on basic police training programs was available and to determine the status of such police training. A literature review was completed on police functions, police training, basic police training curriculums, professional police journals, and curriculum textbooks. Chapter titles are "Description of the Distribution of Police Training," "The Basic Police Training Curricula," "The Evaluation of Curricula." Some broad characteristics of police training in the United States include: (1) A country-wide effort is being made to provide effective police training, (2) Program quality is directly proportional to community size, (3) Curriculums are uniform across the country, (4) Curriculums are basically skills oriented, (5) Both formal and informal systems operate to select content, (6) Curriculums are most often organized on the basis of subject matter, (7) The typical educational method is the lecture, (8) Curriculum evaluation is practically nonexistent, (9) Police training leaders are aware of needed improvements. The final project report is available as VT 007 472 (ARM Summer 1969). (EM)

VT 007 682 ED 026 524
Institute for Home Economics Teachers on Initiating, Developing and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services. Volume II: A Post-High School Program in Child Care Services Vocational Education in Home Economics. 1966-67.

Georgia Univ., Athens, Coll. of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.60
BR-6-2258
OEG-2-6-06228-9725
08
Pub Date - 67 170p.

*OCCUPATIONAL HOME ECONOMICS; *CHILD CARE OCCUPATIONS; *CHILD CARE WORKERS; CHILD DEVELOPMENT; SKILL ANALYSIS; OCCUPATIONAL INFORMATION; EDUCATIONAL FACILITIES; PROGRAM PLANNING; INSTRUCTIONAL MATERIALS; EDUCATIONAL PROGRAMS; *POST SECONDARY EDUCATION; OCCUPATIONAL INFORMATION; *CURRICULUM DEVELOPMENT; BIBLIOGRAPHIES; TEACHING METHODS; CURRICULUM; *INSTITUTES (TRAINING PROGRAMS)

The institute was designed to provide information and some ability in initiating, developing, and evaluating programs at the post-high school level to prepare assistants to directors of child care services. An analysis of jobs in child care services indicates that there are many jobs for all levels of training. A difference between the existing and desired levels of training for employees indicates a need to up-grade child care personnel, particularly at the technical or subprofessional level. Job descriptions, competencies for child care workers, and curriculum for child care services are outlined. A curriculum designed to prepare individuals for employment in child care services in day-care centers, nursery schools, children's institutions, medical institutions and recreational facilities lists necessary course work at a junior college or area vocational technical school. Instructional materials are designed to develop concepts of developmental tasks and characteristics of children, environmental influences, child care services and personnel, program criteria, equipment and supplies, employee and employer characteristics, and personal professional development. They are presented in tabular form specifying content, experiences, evaluation and resources. Related materials are available as VT 003 400 (ARM Summer 1969). (FP)

VT 007 734 ED 027 403
Martinson, John, And Others
The Feasibility of Teaching History of Technology in Vocational and Pre-Technical Secondary Schools.

Frederic Burk Foundation for Education, Daly City, Calif.
Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research
San Francisco State Coll., Daly City, Calif. Center for Technological Education
EDRS PRICE MF-$0.25 HC-$2.55
BR-6-2011
OEG-4-7-002011-0489
24
Pub Date - 30Sep68 49p.

*PREVOCATIONAL EDUCATION; *HISTORY; *TECHNOLOGY; *SECONDARY GRADES; *FEASIBILITY STUDIES; CURRICULUM DEVELOPMENT; INSERVICE TEACHER EDUCATION; CURRICULUM RESEARCH; INSTRUCTIONAL DESIGN; EDUCATIONAL STRATEGIES

To determine the feasibility of teaching history of technology as part of the secondary school curriculum, an investigation was conducted with three major steps: (1) A team of advisors was consulted, (2) An inventory of the elements necessary for introduction of history of technology into secondary schools was obtained, and (3) Three alternative strategies for development of instructional materials and curriculums were formulated. Course patterns examined were a general course in United States and world history, specialized courses on the history of technology, and interdisciplinary courses incorporating material when relevant. Some recommendations were: (1) to improve teacher understanding of the history of technology, (2) to improve teaching materials available on the subject, (3) formation of a coordinating committee, and (4) development of a research program to determine the content and depth of training. The appendixes contained: (1) "Technology and Culture" by M. Kranzberg, (2) History of Technology: The Problems of Definition and Scope, and (3) A Bibliographic Letter to a High School Teacher (Hypothetical). (DM)

VT 007 761 ED 027 405
Annis, William H.; Perrigo, Joseph E.
A Pilot Study to Determine the Need for Curriculum Modification in Vocational-Technical Education in New Hampshire.

New Hampshire Univ., Durham
New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord
EDRS PRICE MF-$0.50 HC-$5.05
Pub Date - 68 99p.

PILOT PROJECTS; CURRICULUM; *EDUCATIONAL NEEDS; *EMPLOYER ATTITUDES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; INTERVIEWS; QUESTIONNAIRES; EMPLOYMENT OPPORTUNITY; *CURRICULUM EVALUATION; CURRICULUM RESEARCH; STATE SURVEYS; OCCUPATIONAL INFORMATION; JOB SKILLS; *OCCUPATIONAL SURVEYS
NEW HAMPSHIRE

A pilot study was conducted to determine if vocational-technical educational curriculums were adequate in a selected portion of New Hampshire and to determine what could be done to correct existing deficiencies. Interviews were conducted with 221 of the 463 agricultural enterprises, heavy industry, restaurant, and service industry businesses in the sample area. Some major findings were: (1) 55 percent of employers considered current programs inadequate; (2) Specialized jobs were identified for which very little training is available; (3) Current enrollments indicate a lack of emphasis in training for new specialized jobs; (4)

Sales, mechanics, mathematics, supervisory, and food service areas are in need of improved curriculums in the opinion of employers; (5) Employers desired that their employees have training in courtesy, manners, conversation and other related areas; (6) Employers were generally willing to provide some work experience for interested students; and (7) Employers indicated a needs for increased communication among business, education, and students. Several recommendations were made, among them that education in the development of personality be offered and the aid of business be secured in providing training. (DM)

VT 007 917 ED 027 423
Drexler, Violet
The Process and Product of Machine Shorthand Programs in New York State Schools.

New York State Education Dept., Albany. Div. of Evaluation
EDRS PRICE MF-$0.50 HC-$3.40
Pub Date - 66p.

*STENOGRAPHY; *COMPARATIVE ANALYSIS; *CURRICULUM EVALUATION; SUCCESS FACTORS; GRADUATE SURVEYS; EDUCATIONAL BACKGROUND; EMPLOYMENT OPPORTUNITIES; *BUSINESS EDUCATION; CURRICULUM RESEARCH; QUESTIONNAIRES; SCHOOL SURVEYS; EMPLOYMENT EXPERIENCE

It was the purpose of this study to assess the extent of growth of machine shorthand programs, evaluate current practices related to its instruction, and determine whether its results warranted encouragement by the State Education Department. The machine system was compared to the manual system in the areas of: (1) scope and sequence of curriculums, (2) cost to the school district, (3) educational backgrounds of graduates, (4) types of businesses or industries which employ machine stenographers, (5) employment opportunities, (6) salaries and vocational use of shorthand skills, and (7) potential promotional opportunities and achieved promotional advancement. The study included 699 machine graduates and 750 manual graduates from two 2-year colleges and 14 secondary schools. Results indicated: (1) although the manual shorthand writers were slightly more successful, it was not due to major differences in curriculum offerings or educational background of the machine and manual writers, and (2) a blanket recommendation concerning the introduction of machine shorthand programs could not be made since the introduction of such programs should be consicered on an individual school system basis, after close consideration of the group and the employment needs of the area. (MM)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 079 ED 025 581
Problems of Manpower in Agriculture. OECD Documentation in Food and Agriculture.

Organisation for Economic Co-operation and Development, Paris (France)
EDRS PRICE MF-$0.75 HC-$7.75
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($1.50).
Pub Date - Feb65 153p.

*MANPOWER NEEDS; *LABOR FORCE; *AGRICULTURE; *LABOR SUPPLY; ADJUSTMENT PROBLEMS; MIGRATION; FARMERS; ADJUSTMENT (TO ENVIRONMENT); URBAN IMMIGRATION; DEMOGRAPHY; CHANGE AGENTS; ECONOMIC RESEARCH; *FOREIGN COUNTRIES
DENMARK; FRANCE; GERMANY; ITALY; NETHERLANDS; SPAIN; TURKEY; UNITED STATES

Problems related to rapid reduction of the agricultural labor force were examined in the 21 Organisation for Economic Co-operation and Development countries. The size and changes of the agricultural labor force, economic forces tending towards change, technical requirements for labor in agriculture, and obstacles hindering economic adjustment of agricultural labor were scrutinized. Some conclusions were: (1) The exodus from agriculture has recently accelerated, (2) The highest rate of decrease was in the United States, (3) The outflow of agricultural labor has contributed to the nonfarm labor supply, (4) There is a decreased percentage of young adults in agriculture, (5) The agricultural exodus can primarily be explained by unfavorable incomes, and (6) Agricultural exodus is a normal part of economic change leading toward higher levels of living for all groups in a society. It was recommended that: (1) the trend towards fewer agricultural workers be recognized as a normal part of modern economic development, (2) mobility of manpower be recognized as beneficial to economic growth, (3) rural education be similar to that in the urban areas, and (4) economic activity be encouraged in areas threatened with de-population. The report contains separate chapters on Denmark, France, Germany, Italy, Netherlands, Spain, Turkey, and the United States. (DM)

VT 000 415 ED 025 582
A Survey of Demand in Selected Metalworking Occupations for Major Areas of Idaho.

Idaho State Dept. of Employment, Boise
EDRS PRICE MF-$0.25 HC-$1.80
Pub Date - Oct66 34p.

*METAL WORKING OCCUPATIONS; EMPLOYMENT STATISTICS; *OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL INFORMATION; QUESTIONNAIRES; *EMPLOYMENT PROJECTIONS; EMPLOYER ATTITUDES; LABOR SUPPLY; SKILLED OCCUPATIONS; TRADE AND INDUSTRIAL EDUCATION
IDAHO

To determine the state and area impact of occupational shortages in the metal working skills in Idaho and to provide a basis for planning effective vocational education programs, the Idaho Department of Employment conducted a sample survey of 68 employers in the metal working occupations. The occupations were selected from a national list of hard-to-find metal workers and included machinists, welders, tool and die makers, turret, and engine lathe operators, sheet metal workers, structural steel workers, and boilermakers. The study, conducted in April 1966, encompasses the nine most populous counties in Idaho including 55 percent of the population. Some general conclusions were: (1) The lack of qualified metal workers has not caused curtailment of operation, (2) More welders will be needed than any of the other survey occupations, (3) The demand for qualified machinists should remain at a high level and (4) Seasonality in the total employment of workers was implied by the survey for the occupations of welders, structural steel workers, sheet metal workers, machinists, and boilermakers. Statistical data is presented in table form and the interview questionnaire is included in the appendix. (DM)

VT 000 870 ED 025 583
Plusch, James Oscar
A Study of the Employment Problems and Prospects of a Selected Group of Male Occupationally Oriented High School Graduates.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-12229, $3.50 microfilm, $12.40 xeroxed).
Pub Date - 67 272p.

*EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PROBLEMS; *NONCOLLEGE PREPARATORY STUDENTS; *HIGH SCHOOL GRADUATES; MALES; UNSKILLED OCCUPATIONS; EMPLOYMENT QUALIFICATIONS; INDIVIDUAL CHARACTERISTICS; OCCUPATIONAL ASPIRATION; ACADEMIC ACHIEVEMENT; OCCUPATIONAL MOBILITY; *VOCATIONAL FOLLOWUP; VOCATIONAL EDUCATION

This study describes 302 occupationally oriented 1963 male high school graduates in terms of their group mental ability and scholastic achievement, marital and military service status, vocational aspirations as high school seniors, revised vocational aspirations after at least 2 years of work experience, job turnover and unemployment, occupational backgrounds of parents, and other related significant factors. The dimensions of the local world of work are described in terms of the availability and the nature of entry level jobs for unskilled male youth, how these jobs were obtained and how long they were retained, why respondents quit their first jobs, and hourly wage rates for the various kinds of jobs. The employment prospects of youth were described from the standpoint of the qualifications local employers expected job applicants to possess. In addition, the relative number of jobs available to unskilled youth were investigated and identified in quantitative terms. Recommendations are given for developing means for helping job oriented males accomplish more effectively the abrupt and challenging transition from full-time school attendance to full-time employment. (CH)

VT 001 191
Seven Basic Areas of the World of Work; Prepared from the Fond du Lac County 1966 Occupational Needs Census. Introduction and Summary and Parts 1-7.

Wisconsin State Employment Service, Madison. Research and Statistics Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 114p.

*OCCUPATIONAL SURVEYS; *LABOR FORCE; *JOB ANALYSIS; EDUCATIONAL NEEDS; *EMPLOYMENT QUALIFICATIONS; *EMPLOYMENT OPPORTUNITIES
FOND DU LAC COUNTY; WISCONSIN

In February 1966, an occupational survey of 1,340 employers was made. These firms employed 19,700 workers who represented an estimated 85 percent of the total non-agricultural employees in the county. The identified job openings were analyzed in terms of their significance to "Data," "People," and "Things" as defined in Volume II of the "Dictionary of Occupational Titles." The analysis categorizes each job opening in these ways: (1) its relationship to data, people, and things, (2) its level of complexity, (3) its educational requirement, (4) its experience requirement, (5) its promotion potential, and (6) the date of anticipated openings. Some of the findings were: (1) 35.8 percent of the job openings related to things, 28.6 percent related to data-things, 17.8 percent related to data-people, 9.7 percent related to data, and 5.3 percent related to people, (2) 40 percent required a high school education, 17.2 percent had no educational requirements, 15.8 percent required less than high school education and 24 percent had other requirements, (3) 20.3 percent of the job openings required experience, and (4) 65.6 percent of the job openings had promotion potential. Tabular data indicate current openings and anticipated openings for 1966, 1968, and 1971. (EM)

VT 001 336
Le Ray, Nelson L.; Reeder, William W.
Ex-Farm Operators in a Low-Income Area. Bulletin No. 67-2.

New York Agricultural Experiment Station, Ithaca
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov65 75p.

*SOCIOECONOMIC INFLUENCES; *FARMERS; *LOW INCOME COUNTIES; *INDIVIDUAL CHARACTERISTICS; JOB SATISFACTION; *JOB TENURE; PART TIME FARMERS; RURAL AREAS; ADJUSTMENT (TO ENVIRONMENT); VOCATIONAL ADJUSTMENT; FAMILY INFLUENCE; DAIRYMEN; EMPLOYMENT OPPORTUNITIES
NEW YORK

Men in a low income northern New York county who left farming during the period 1949 through 1962 were compared with those who remained in farming during this period. Data were obtained from 306 farm operators drawn as part of a 20 percent sample from the 1950 U.S. Census of Agriculture. Some major findings were: (1) 28 percent of the 1949 operators were no longer farming, (2) One-third of those who left were classified as non-commercial operators and one-fourth had been operating relatively large commercial farms, (3) Nearly one-half of the farmers were living in the same residence even though they had left farming, (4) Major reasons for leaving farming were lack of family help, poor health, unable to carry two jobs, couldn't succeed, and no opportunity, (5) Major reasons for being able to leave farming were another source of income, opportunity to sell farm, and others who could take over the farm operation, (6) Those who left farming had smaller farms, were less likely to be dairy farmers, and had a smaller income from agricultural products, (7) Those who left farming were more likely to be under 50 years of age and had averaged more days in off-farm work in 1949, and (8) There were almost no differences in farm and household characteristics between continuing farmers and ex-farmers. In general, there was little selectivity in terms of family physical resource and demographic characteristics. (DM)

VT 001 477
Rhodes, Eric, And Others
Employers' Needs in Technical Occupations, Northern Virginia.

Northern Virginia Community Coll., Bailey's Crossroads, Va.
Virginia Dept. of Community Colleges, Richmond
Educational Service Bureau, Inc., Arlington, Va.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 64p.

LABOR FORCE; CURRICULUM PLANNING; *OCCUPATIONAL SURVEYS; *VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; COURSE CONTENT; *TECHNICAL OCCUPATIONS; CURRICULUM DEVELOPMENT
VIRGINIA

Information from 738 employers in agriculture, construction, manufacturing, transportation, communication, wholesale and retail trade, finance, insurance, real estate, and the public utilities was gathered to obtain employment data which had implications for post secondary education. Employment increased 84,207 from 1950 to 1960 in Northern Virginia. Employers' estimates indicated an employment increase of 90 percent in fields requiring post secondary education. Estimated annual needs for 32 occupations range from 1599 automotive technicians to 26 air-conditioning-refrigeration designers. Employers were also asked to furnish information for 32 occupations concerning educational requirements in mathematics, chemistry, physics, biology, drafting, English, accounting, typing, shorthand, data processing, electronics, and instrumentation. These responses are given. (EM)

VT 001 503 ED 026 452
Project '80; Rural Michigan Now and in 1980. Economic Prospects of Farmers. Research Report 47, Farm Science.

Michigan State Univ., East Lansing. Agricultural Experiment Station
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - 66 28p.

*FARMERS; *AGRICULTURAL TRENDS; *EMPLOYMENT PROJECTIONS; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; AGRICULTURAL OCCUPATIONS; ECONOMIC FACTORS; COMPARATIVE ANALYSIS; AGRICULTURAL PRODUCTION; INCOME; LAND USE
MICHIGAN; PROJECT 80

To estimate the magnitude of changes in agriculture, past agricultural trends in Michigan were summarized and projected to the year 1980. Some major trends in the 1950's were: (1) The number of farms and cropland harvested declined at about the same rate as for the United States, (2) Total units of livestock showed a sharp decline, (3) The size of Michigan farms increased at a rate less than the national average, and (4) Michigan farmers have a high comparative advantage working off-the-farm at higher than average factory rates instead of spending full time on a small farm. Some 1980 projections are: (1) continued reduction in land in farms, (2) continued reduction in number of farmers, (3) a sharp reduction in the number of farms, (4) further specialization of farms, (5) markedly greater capital and credit needs per farm, (6) far less total labor needs in agriculture, (7) higher managerial requirements needed to successfully operate the larger farm business, and (8) greater need for education for both those remaining in agriculture and those moving out. (DM)

VT 001 526
Droste, Leo A.
A Least Squares Analysis of Colorado Nonfarm Employment, 1939-1963, With Projections to 1970.

Colorado Univ., Boulder. Bureau of Business Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May64 24p.

*STATISTICAL ANALYSIS; *EMPLOYMENT TRENDS; *LABOR FORCE
COLORADO; LEAST SQUARES ANALYSIS

The main purpose of this analysis was to provide projections of major Colorado non-farm employment classifications to 1970: (1) government, (2) retail and wholesale, (3) manufacturing, (4) service, (5) transportation, communication, and public utilities, (6) construction, and (7) mining. The projections of employment are based on data from the Bureau of Labor Statistics. Figures have been available by major classifications since 1939, and these figures through 1963 were used to develop the trend line. No attempt was made to analyze the reasons for the increases and decreases which occur. The middle year (1951) was taken as the origin year and assigned the X value of 0. Total non-farm employment in Colorado in 1963 was 560,400 an increase of 329,000 jobs since 1939. An average annual increase of 13,404 was calculated. The projection for 1970 was 643,600 jobs. Retail and wholesale trades will remain the largest employment classification. Government employment was the fastest growing industry. (SL)

VT 001 567
Meyer, Merlin
Area Wage Survey, The Portland, Oregon-Washington, Metropolitan Area, May 1966. Bull-1465-73.

Bureau of Labor Statistics (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 37p.

*WAGES; *EMPLOYMENT PRACTICES; *OCCUPATIONAL SURVEYS; *SEX (CHARACTERISTICS); FINANCE OCCUPATIONS; INSURANCE OCCUPATIONS; MANUFACTURING OCCUPATIONS; PUBLIC UTILITY OCCUPATIONS; WHOLESALE OCCUPATIONS; RETAIL OCCUPATIONS; SERVICE OCCUPATIONS
CLACKAMAS COUNTY; MULTNOMAH COUNTY; WASHINGTON COUNTY; CLARK COUNTY; WASHINGTON; OREGON

The area reported is one of 85 in which the United States Department of Labor's Bureau of Labor Statistics conducts surveys of occupational earnings and related wage benefits. Data were obtained by personal visits of Bureau Field Economists to representative establishments within six broad industry divisions: (1) manufacturing, (2) transportation, communication, and other public utilities, (3) wholesale trade, (4) retail trade, (5) finance, insurance, and real estate, and (6) services. The contents are reported under two broad categories with subtopics: (1) occupational earnings (office occupations, professional and technical occupations, maintenance and power plant occupations, and custodial and material movement occupations), and (2) establishment practices and supplementary wage provisions practices (minimum entrance salaries for women office workers, shift differentials, schedules weekly hours, paid holidays, paid vacations, health, insurance, pension plans, and profit-sharing plans). The appendix presents clarifications of occupational descriptions. (SL)

VT 001 568
McNeeley, Robert F.
Area Wage Survey, The Greenville, South Carolina, Metropolitan Area, May 1966. Bull-1465-74.

Bureau of Labor Statistics (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 36p.

*WAGES; *EMPLOYMENT PRACTICES; *OCCUPATIONAL SURVEYS; *SEX (CHARACTERISTICS); FINANCE OCCUPATIONS; INSURANCE OCCUPATIONS; MANUFACTURING OCCUPATIONS; PUBLIC UTILITY OCCUPATIONS; WHOLESALE OCCUPATIONS; RETAIL OCCUPATIONS; SERVICE OCCUPATIONS
GREENVILLE; PICKENS COUNTY; SOUTH CAROLINA

The area reported is one of 85 in which the United States Department of Labor's Bureau of Labor Statistics conducts surveys of occupational earnings and related wage benefits. Data were obtained by personal visits of Bureau Field Economists to representative establishments within six broad industry divisions: (1) manufacturing, (2) transporation, communication, and other public utilities, (3) wholesale trade, (4) retail trade, (5) finance, insurance, and real estate, and (6) services. The contents are reported under two broad categories with subtopics: (1) occupational earnings (office occupations, professional and technical occupations, maintenance and power plant occupations, and custodial and material movement occupations), and (2) establishment practices and supplementary wage provisions practices (minimum entrance salaries for women office workers, shift differentials, scheduled weekly hours, paid holidays, paid vacation, health, insurance, pension plans, and profit-sharing plans). The appendix presents clarifications of occupational descriptions. (SL)

VT 001 658
A Vocational Home Economics Education Survey.

Tennessee State Dept. of Education, Nashville. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 6p.

*QUESTIONNAIRES; *OCCUPATIONAL HOME ECONOMICS; *OCCUPATIONAL SURVEYS

In order to determine needs for programs in home economics occupational preparation, this form was designed to survey household employers. Questions dealt with the use of hired female help for specific tasks inside and outside the home, willingness to hire a trained female worker if one were available, the age of the female which would be acceptable for various tasks, and the hourly wage that the household employer would be willing to pay for various services. Questions related to titles of these occupations and to the occupations of the wage earner of the family were included. (MS)

VT 001 801
Polliard, Forbes W.
A Summary of Preliminary Findings, Conclusions and Recommendations of a Study of Manpower Requirements and Education and Training Programs of Selected Health Occupations.

Indianapolis Hospital Development Association, Ind.
Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 7Dec66 17p.

*HEALTH OCCUPATIONS; *HEALTH OCCUPATION EDUCATION; MANPOWER UTILIZATION; PROGRAM DEVELOPMENT; *FEASIBILITY STUDIES; *RESEARCH PROJECTS; EDUCATIONAL PROGRAMS; MANPOWER NEEDS; *MANPOWER DEVELOPMENT

An association study of nursing resources pointed up the need to expand the study scope to include other health occupations. A feasibility study involving group meetings and individual interviews assured interest in the pursuit of a comprehensive study and elicited suggestions that the following be determined and evaluated: (1) the existing division of labor among the health occupations, (2) the knowledge and skill levels required, and (3) the training required to provide the needed knowledge and skill. Some of the major factors identified as affecting health personnel needs were: (1) increasing demand for health services, (2) gaps in availability of services, (3) advancements in technology and medical science, (4) the health services organizational structure, (5) limited vertical and horizontal mobility, (6) unimaginative recruitment efforts, (7) population growth, and (8) attractive alternative employment opportunities. The proposed 5-year comprehensive study, developing an orderly plan for meeting present and projected requirements, would include the following phases: (1) development of a detailed work plan, (2) development of a short-range plan of action, (3) study of personnel utilization, identification of new, restructured, or unchanged health occupations, and projection of needs over a 15-year period, and (4) development of a comprehensive long-range plan for education of occupation groups. (JK)

VT 001 915
A Teenager's Guide in Employment.

Ohio Dept. of Industrial Relations, Columbus. Div. of Women and Minors and Minimum Wage
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr64 21p.

*CHILD LABOR LAWS; APPRENTICESHIPS; *YOUTH EMPLOYMENT; LABOR STANDARDS; FEDERAL LAWS; STATE LAWS; *GUIDES
OHIO

This booklet was prepared in order to assist boys and girls under eighteen years of age in understanding the Ohio Minor Labor Laws. Also included are two sections which discuss the Federal Child Labor Laws and careers in apprenticeships. The main portion of the booklet details the types of work teenagers are permitted to do under Ohio law, the hours they may work, and the steps to follow to help employers comply with the laws governing the employment of minors. A section for Ohio laws includes age and schooling certificates, wage agreements, prohibited occupations, minors 16 and 17, minors under 16, all minors under 14, miscellaneous laws, and a minimum wage law reference chart for hours of employment for minors. (SL)

VT 002 139
A Study of Practical Nurses Who Have Been Licensed in Iowa But Are Not Presently Employed in Iowa as Practical Nurses, Iowa Practical Nursing Sub-Study.

Iowa Univ., Iowa City. Div. of Medical Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 31Dec66 63p.

*PRACTICAL NURSES; *UNEMPLOYED; *OCCUPATIONAL SURVEYS; STATE SURVEYS; MANPOWER UTILIZATION; QUESTIONNAIRES; *INDIVIDUAL CHARACTERISTICS; EMPLOYMENT EXPERIENCE; CERTIFICATION; SOCIAL CHARACTERISTICS; EDUCATIONAL EXPERIENCE; *HEALTH OCCUPATIONS EDUCATION
IOWA

Recognizing the disparity between the number of practical nurses licensed and the number employed as practical nurses, the study attempts to discover the factors which influence this under-utilization in order to improve the situation. A questionnaire eliciting information about background, reasons for leaving the work force, and factors important in determining re-entry into the work force was mailed to 125 practical nurses licensed by education in the following three categories: (1) residing in Iowa and holding current licenses but unemployed or employed in non-health occupations, (2) holding current licenses but residing outside the state, and (3) residing in Iowa but having inactive licenses. The major conclusion was that there is little that outside forces can do to facilitate the return of this group to employment as practical nurses in Iowa but that most do plan to return as family responsibilities permit. Some recommendations were that: (1) nurses for all fields be prepared in larger numbers, (2) nurses be prepared in approved professional, technical, and practical nursing programs, (3) applicants be assisted to select the type of program for which their abilities best suit them, (4) quality nursing education programs be expanded. (JK)

VT 002 183 ED 025 586
Carroll, Adger B.; Ihnen, Loren A.
Costs and Returns for Investments in Technical Schooling by a Group of North Carolina High School Graduates. Economics Research Report No. 5.

North Carolina Univ., Raleigh, N.C. State Univ. Dept. of Economics
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.60
Pub Date - Dec67 50p.

GRADUATE SURVEYS; *TECHNICAL INSTITUTES; HIGH SCHOOLS; ECONOMIC FACTORS; *ECONOMIC RESEARCH; *EDUCATIONAL BENEFITS; EXPENDITURE PER STUDENT; *SALARY DIFFERENTIALS; *TECHNICAL EDUCATION; COMPARATIVE ANALYSIS; STUDENT COSTS
GASTONIA; NORTH CAROLINA

Personal, educational, employment, and earnings data were collected from 45 matched pairs, each pair consisting of a Gaston Technical Institute graduate and a high school classmate who did not engage in post secondary education. The objective of the study was to estimate the functional relationship between 2 years of technical schooling and the incomes of the graduates. Initial interviews were held in the summer and fall of 1963 and a second interview was held in September 1964 to update the data. Regression analysis was used to control the sources of variance related to home and community environment, academic performance in high school, civilian and military experience, and investments in migration. Findings included: (1) The average total cost per technical graduate was $7,425, foregone income accounted for 70 percent of this amount, (2) Approximately one-third of this cost was paid from public funds, (3) Average adjusted first year earnings were $555 higher for the technical graduates, (4) Average monetary returns increased $161 per year for the first 4 years after technical schooling, (5) An estimated value of technical graduates' additional leisure time was $446 annually, and (6) Constant annual return projections to age 65 indicated a 16.7 percent rate of return for technical graduates, while similar projections based on differential annual returns indicated a 20.1 percent rate of return. The appendix includes the regression formula and design. (EM)

VT 002 491 ED 022 848
Youth in the Labor Market; A Report on the Characteristics of High School Graduates of the Class of 1962 in Washington State and Their Work Experience from June 1962 thru May 1964 and a Case Study of Dropout Response.

Washington Dept. of Employment Security, Seattle. Research and Statistics Section
EDRS PRICE MF-$0.50 HC-$3.85
Pub Date - Feb65 75p.

*YOUTH EMPLOYMENT; YOUTH PROBLEMS; POST SECONDARY EDUCATION; INDIVIDUAL CHARACTERISTICS; DROPOUT PROBLEMS; EMPLOYMENT PROBLEMS; *FOLLOWUP STUDIES; *HIGH SCHOOL GRADUATES; GRADUATE SURVEYS; *DROPOUTS; EMPLOYMENT EXPERIENCE; UNEMPLOYMENT
WASHINGTON

To examine the problems of youth in the labor market, questionnaires concerning employment history for the 2-year period following high school were mailed to 4,738 randomly selected former students from purposively selected representative high schools in Washington. A 60 percent return from 1962 graduates indicated: (1) The highest percentage of employment occurred during summer months, (2) The unemployment rate for nonstudents was 14.7 percent, (3) Married youth were less apt to attend post-high school training programs, (4) 60 percent of the graduates entered and 47 percent remained in post-high school educational programs, (5) Lack of experience and age caused difficulty in finding work, (6) Males earned substantially more than females, (7) Earnings were highest in unskilled occupations, (8) Manufacturing employed the most males and employed the most females, (9) The high school course pattern was not significant, and (10) Most of the graduates were willing to undergo additional job training. A 27 percent return for the dropouts revealed: (1) A higher percentage were married, (2) 50 percent were in the labor force, (3) Over one-third were in the armed forces, (4) Unemployment varied from 29 to 45 percent, and (5) Wages were lower. (DM)

VT 002 611 ED 023 795
O'Donnell, Beatrice
Worker Requirements and Methods of Entry into Home and Community Occupations Related to Home Economics; Brief Descriptions of Specific Occupations Classified into Six Clusters, Highlights of Areas of Work and Worker Trait Groups for Individual Occupations. Professional Education Series No. HE-7.

Michigan State Univ., East Lansing. Educational Publication Services
EDRS PRICE MF-$1.00 HC-$10.30
Pub Date - Jan67 204p.

*EMPLOYMENT QUALIFICATIONS; *OCCUPATIONAL INFORMATION; OCCUPATIONAL HOME ECONOMICS; OCCUPATIONS; *HOME ECONOMICS SKILLS; OCCUPATIONAL GUIDANCE; *OCCUPATIONAL CLUSTERS; *EDUCATIONAL NEEDS
*DICTIONARY OF OCCUPATIONAL TITLES

Descriptions of 200 occupations from the "Dictionary of Occupational Titles" Volume I designate the area of work and worker trait group and the reference page in Volume II of the Dictionary. Each occupational description briefly outlines highlights of work performed, worker requirements, and training and methods of entry. Occupations are classified and alphabetically arranged into one of six clusters: (1) family, child care, care of the elderly, and health services, (2) clothing, textiles, and related art, (3) foods and nutrition, (4) housing, equipment, furnishings, and related art, (5) dry-cleaning and laundry services, and (6) non-domestic housekeeping, cleaning, maintenance, and miscellaneous services. Home economics-related occupations were identified by independent analysis of the third edition of the "Dictionary of Occupational Titles," Volume I. Lists were compared and organized into clusters. Value judgments of 136 knowledgeable persons were sought to three questions: (1) Is the occupation related to the cluster in which it is classified? (2) To what extent is home economics needed for job competence or job training? and (3) What other professional, business, or industrial groups are involved? Results from the value judgements were the basis for selection of the occupations to be included in the listing. Related data are available in VT 002 621 (ARM Spring 1969). (FP)

VT 002 981
What the Employer Looks for in the High School Business Graduate.

Administrative Management Society, Battle Creek, Mich. Kalamazoo Chapter
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12Apr67 9p.

*EMPLOYMENT PRACTICES; *EMPLOYMENT QUALIFICATIONS; *EMPLOYER ATTITUDES; SURVEYS; *CLERICAL WORKERS; *HIGH SCHOOL GRADUATES

Thirty-six firms responded to a questionnaire concerning their employment practices of high school graduates for office occupations. The results are tabulated on the initial survey form. The questions included: (1) the number of employees normally employed and the frequency of employment of persons who have just graduated from high school as clerks, typists, stenographers, business machine operators, key punch operators, and switchboard operators, (2) minimum acceptable scores for employment tests in typing and shorthand and whether tests were given for dictaphone, arithmetic, manual dexterity, general intelligence, aptitude, spelling, and vocabulary, (3) degree of emphasis schools should place on certain subject matter (4) whether there was a position in business for the below average graduate, and (5) suggestions for preparing better qualified business graduates. Employers indicated that it was common practice to hire recent high school graduates. Opinion was evenly divided regarding a position in business for the below average graduate. Respondents indicated that the below average graduates must start at the lowest level with a generally poor chance for advancement. (PS)

VT 003 579 ED 025 589
Hoerner, Thomas Allen
Factors Related to Employment of Iowa State University Graduates in Agricultural Education.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experimental Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
EDRS PRICE MF-$0.25 HC-$0.70
Pub Date - May65 12p.

*COLLEGE GRADUATES; AGRICULTURAL EDUCATION; GRADUATE SURVEYS; *VOCATIONAL AGRICULTURE; PROGRAM EVALUATION; *VOCATIONAL AGRICULTURE TEACHERS; TEACHER RECRUITMENT; TEACHER PERSISTENCE; TEACHER EMPLOYMENT; *TENURE; AGRICULTURAL OCCUPATIONS; AGRICULTURAL COLLEGES; INDIVIDUAL CHARACTERISTICS; TEACHER CHARACTERISTICS; TEACHER ATTITUDES; *FORMER TEACHERS; EMPLOYMENT STATISTICS; *MASTERS THESES
IOWA STATE UNIVERSITY

Factors influencing the employment tenure of men qualified to teach vocational agriculture were examined to determine the (1) causes of teachers leaving the vocational agriculture teaching profession, (2) relationships between years as a high school vocational agriculture student and tenure in teaching vocational agriculture, and (3) relationships between employment tenure in teaching vocational agriculture and background variables of the graduate. Questionnaires and permanent college records were obtained for 1,022 recipients of B.S. degrees in Agricultural Education from 1940 to 1964. Their home background, high school and college record, first employment, employment in 1964, and responses to lists of factors that may have influenced their decision to enter teaching or other occupations were among the data collected. Throughout the 25-year period, 32.6 percent of the graduates who had entered teaching were teaching vocational agriculture in 1964. Graduates who had entered vocational agriculture teaching but left for other occupations ranked the following items as having had the greatest influence on their decision: (1) long hours and evening responsibilities, (2) salary and advancement opportunities, (3) community factors, (4) interpersonal problems, and (5) failure to adjust to the teaching assignments. This is an abstract of a document submitted to Iowa State University of Science and Technology in fulfillment of M.S. degree. (DM)

VT 003 764 ED 024 762
Fine, Sidney A.
Guidelines for the Design of New Careers. Staff Paper.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
EDRS PRICE MF-$0.25 HC-$1.55
W.E. Upjohn Institute for Employment Research, 1101 Seventeenth Street, N.W., Washington, D.C. 20036 (single copies without charge).
Pub Date - Sep67 29p.

*VOCATIONAL DEVELOPMENT; *GUIDELINES; *CAREERS; *CAREER OPPORTUNITIES; CULTURALLY DISADVANTAGED; INDUSTRIAL STRUCTURE; HEALTH SERVICES; EMPLOYER ATTITUDES; COMMUNITY SERVICE; PERSONNEL SELECTION; EDUCATIONAL OPPORTUNITIES

The design of new careers involves technical and strategic considerations and commitment on the part of employers that transforms dead-end jobs into opportunities for growth and makes the technical and strategic guidelines relevant. Technical guidelines include (1) titling positions to reflect commitment to a career, (2) using selection procedures that recognize the range and development of potential, (3) structuring tasks to allow for higher functional attainment and increased discretionary functioning, (4) providing supervision that implements the growing of people as well as the achieving of production standards, (5) providing regular increases in compensation to correspond with increased experience and competence, and (6) providing training and growth opportunities for those who can and need to achieve higher functional performance. Strategic guidelines include: (1) directing opportunities for new careers primarily at the poor and disadvantaged, (2) developing new careers primarily in the newly emerging community and health services work fields, and (3) initiating new careers by resorting to both short- and long-term approaches, and, especially, by avoiding assumptions that ignore the realities of professionalization. (JK)

VT 003 780
Inventory of Manpower Research Projects in Indiana, Number 1.

Indiana Manpower Research Assn., Lafayette
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 17p.

*BIBLIOGRAPHIES; *MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; EMPLOYMENT STATISTICS; RESEARCH PROJECTS; *RESEARCH REVIEWS (PUBLICATIONS); LABOR FORCE; *LABOR ECONOMICS
INDIANA

The research staff of the Indiana Employment Security Division compiled this listing of research reports, survey reports, descriptive reports, articles, books, and papers written in Indiana and related to manpower. For each publication, arranged alphabetically by author, complete bibliographic data is supplemented with brief statements of objectives and procedures. Included are research projects not yet completed and their expected dates of completion. Most documents were published later than 1963. The second Inventory, compiled in July 1967, is VT 003 781 (ARM Winter 1968) and the third Inventory, compiled in May 1968, is VT 007 279 (ARM Summer 1969). (ET)

VT 004 263 ED 022 864
Burton, John R., And Others
A Study of the Opportunities for, Requirements of, and Knowledges, Abilities, and Related Characteristics Needed by Beginning Office Workers in the State of Connecticut, with Implications for Business and Office Education.

Connecticut Univ., Storrs. School of Education
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
EDRS PRICE MF-$1.00 HC-$10.80
Pub Date - 67 214p.

OCCUPATIONAL SURVEYS; *OFFICE OCCUPATIONS; *JOB ANALYSIS; *OFFICE OCCUPATIONS EDUCATION; *EDUCATIONAL NEEDS; HIGH SCHOOL GRADUATES; EMPLOYMENT INTERVIEWS; OCCUPATIONAL INFORMATION; JOB SKILLS; *ENTRY WORKERS; EMPLOYER ATTITUDES; EMPLOYMENT OPPORTUNITIES; EMPLOYEE ATTITUDES; INDIVIDUAL CHARACTERISTICS; LITERATURE REVIEWS; EMPLOYERS; QUESTIONNAIRES; EMPLOYMENT QUALIFICATIONS
CONNECTICUT

This study was designed to obtain detailed information on the qualifications and needs of young people seeking employment in Connecticut business offices. Survey forms were mailed to every fifth Connecticut company listed in the 1966 "Dun and Bradstreet Reference Book" and other companies recommended by the Connecticut State Employment Service. Of 1,226 firms contacted, 824 responded providing the data requested. Research teams conducted 522 interviews with beginning office workers and 353 supervisors of these workers in 130 firms which employed 5 or more beginning workers. Among the many findings were: (1) Most of the major employers were located in the metropolitan areas of the state, (2) Some firms carried on active recruitment programs and the high school was the main target for recruitment, (3) The tests most relied upon as selective devices were the aptitude test and a straight-copy typing test, (4) Nearly two-thirds of the workers held jobs that would be classified in the clerical job family, a sixth in machine operation jobs, and the remainder in secretarial, bookkeeping, and customer contact families, and (5) Nearly all workers had graduated from high school and only 1 in 4 had taken training beyond high school. (PS)

VT 004 559 ED 022 869
Fiscus, Keith Eugene
A Comparison of Certain Knowledges in Agriculture Needed by Workers in Farming.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-11, 777, $4.50 on microfilm and $15.75 as xeroxed copy).
Pub Date - 65 330p.

*FARMERS; *OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; AGRICULTURAL MACHINERY OCCUPATIONS; CROP PROCESSING OCCUPATIONS; OCCUPATIONAL INFORMATION; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; EMPLOYER ATTITUDES; DOCTORAL THESES
ILLINOIS

Questionnaires to determine the vocational and technical education needed by prospective workers in farming and in grain elevator and agricultural equipment businesses were administered to 20 workers in each of the jobs of (1) farm manager, (2) grain elevator manager, operator, salesman, and deliveryman, and (3) agricultural equipment manager, mechanic, salesman, and set-up man in randomly selected businesses in a 14-county area of east-central Illinois. Questionnaire items were categorized into seven knowledge areas: livestock, crops, soil fertility and management, agricultural resource conservation, agricultural mechanics, agricultural power and equipment, and agricultural business management. Workers in farming in the grain elevator and agricultural equipment businesses each needed differentiated knowledges within and among the seven agricultural knowledge areas. Thirty-eight instructional units were recommended for prospective workers for nine job categories in three kinds of agricultural businesses. Workers in seven of the nine agricultural job categories needed post-high school and continuing agricultural education. This Ph.D. thesis was submitted to the University of Illinois. (WB)

VT 004 564   ED 022 872
McGee, Ivan C.
The Identification and Analysis of Agricultural Occupations in Seventeen Pennsylvania Counties.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-8742, microfilm $3.00, xeroxed $7.40).
Pub Date -   65 148p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *AGRICULTURAL SKILLS; MANPOWER NEEDS; OCCUPATIONAL CLUSTERS; EMPLOYMENT PROJECTIONS; EMPLOYMENT QUALIFICATIONS; OCCUPATIONAL SURVEYS; *OCCUPATIONAL INFORMATION; *AGRICULTURAL MACHINERY OCCUPATIONS; VOCATIONAL AGRICULTURE
PENNSYLVANIA

Interviews with a random sample of employers from 2,142 businesses and services having employees needing agricultural competencies compiled for 17 Pennsylvania counties, provided data for estimating the present number of employees needing agricultural competencies by occupational family, level of employment, and job title. Job titles and competencies in farm machinery were also tabulated. There were 9,221 full-time and 3,316 part-time employees in the 2,142 businesses and services surveyed. An increase of 1,498 employees was expected in the next 5 years with an additional 3,765 persons expected to be hired due to anticipated employee turnover. Nearly 60 percent of the present employees were in the skilled and semiskilled category in 5 years. Of 271 job titles identified, 37 represented 54 percent of all full-time employed persons. A high school education was desired for beginning employment in 90 percent and a farm or rural background in 72 percent of the job titles. It was concluded that competency areas could be formulated and serve as a basis for developing educational programs for prospective employees in farm machinery occupations. This D.Ed. thesis was submitted to The Pennsylvania State University. (WB)

VT 004 574   ED 022 874
Bouchard, Andre Joseph
Training Needs of County Agricultural Extension Agents in Quebec, Canada.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-2417, microfilm $4.10, xeroxed $14.40).
Pub Date -   66 310p.

*EXTENSION AGENTS; *AGRICULTURAL PERSONNEL; *EDUCATIONAL NEEDS; AGE; TENURE; *PROFESSIONAL TRAINING; STATUS, EMPLOYEE ATTITUDES; DOCTORAL THESES
QUEBEC (PROVINCE); CANADA

The purpose of this study was to ascertain what training county agricultural extension agents felt was needed for proficiency in their jobs. Data were obtained from 161 of the 182 agents in the Province with a 191-item questionnaire categorized into (1) program planning, (2) psychological and educational principles, (3) performance of educational activities, (4) research and evaluation, (5) knowledge about the extension service, (6) social knowledge, and (7) technical subject matter. Spearman's rank correlation was used to ascertain relationships between training needs and age, tenure, and professional status. All agents expressed need for more training in program planning and less in technical subject matter. The training needs of younger as compared to older agents showed low correlation. The greatest differences in training needs were between the 0-2 year and 5-10 year tenure groups. High relationships were found between training needs among professional status groups, although no great differences were obtained between the rank order coefficients in the areas of training when training needs were compared on the basis of age and tenure groups. This Ph.D. thesis was submitted to The Ohio State University. (JM)

VT 004 579   ED 022 878
Heany, Donald S.
Off-Farm Agricultural Occupations in Montana: Employment and Education.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1931, microfilm $3.00, xeroxed $8.80).
Pub Date -   66 186p.

*AGRICULTURAL EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; AGRICULTURAL SKILLS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL SURVEYS; OCCUPATIONAL INFORMATION; EMPLOYER ATTITUDES; EMPLOYMENT STATISTICS; *EDUCATIONAL NEEDS; DOCTORAL THESES
MONTANA

Data were obtained by interview with managers in a random sample of 161 businesses in 10 selected Montana trade and service centers to (1) identify present and emerging off-farm agricultural occupations, (2) estimate present and anticipated numbers of employees, (3) estimate annual entry opportunities, (4) determine needed competencies, and (5) determine job characteristics. There were 1,127 businesses and services in the 10 centers, 337 job titles, and 21,854 workers, 56.6 percent of which needed agricultural competency. Of these 12,369 workers, 10,087 were full-time employees. The occupational families of farm supply and equipment, farm services, and livestock and poultry industry represented 65 percent of the businesses and 64 percent of the employees. Skilled and semi-skilled employment levels represented 85.5 percent of the agricultural employees. During the next 5 years, employers expected to hire 8,428 employees of which 85.6 percent would be in the three aforementioned occupational families plus ornamental horticulture. Factoring of competency ratings for occupational entry yielded 12 competency factors including animal science, agricultural mechanization, forestry, crop science, range management, business management, farm buildings, chemicals, electrification, forestry management, and animal breeding. This D.Ed. thesis was submitted to The Pennsylvania State University. (JM)

VT 004 580   ED 022 879
Jacobs, Clinton O.
An Analysis of Activities in Farmstead Mechanization Experienced by Selected Farmers and Associated Businesses, with Implications for Vocational-Technical Education in Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-2910, $3.00 microfilm, $8.00 xeroxed).
Pub Date - 66 159p.

VOCATIONAL AGRICULTURE; *AGRICULTURAL MACHINERY; TECHNICAL EDUCATION; *FARMERS; OCCUPATIONAL SURVEYS; *AGRICULTURAL MACHINERY OCCUPATIONS; *FARM MANAGEMENT; *JOB SKILLS; EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES
KANSAS

The investigation was conducted to analyze selected activities in farmstead mechanization as experienced by farmers and associated businesses and to interpret the findings. Data were obtained from Kansas Farm Management Association records and by interviews with 30 selected farmers with functional mechanized farmsteads, 18 dealers, and 16 manufacturers' representatives closely identified with the distribution of mechanized farmstead equipment. The interview consisted of a checklist for recording volume of materials handled, equipment used, opinions on selected questions, and an evaluation of 80 knowledge and ability factors in farmstead mechanization. Some findings were: (1) The selected farmers derived most of their gross income from livestock, (2) The average materials handled per farm annually was nearly 3,200 tons, and (3) No difference in means was found when farmers were compared on income from crops and supplies, and total acres owned, rented, or crop acres rented. The significant difference in mean rank by which farmers, dealers, and manufacturers' representatives evaluated farmstead mechanization activities suggested that there may be differences in training requirements for level of employment. Although employment opportunities with dealers were limited, future business opportunities appeared promising. (WB)

VT 004 582 ED 022 881
Mathis, Gilbert Lander
Managerial Perception and Success in Farming.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-2490, microfilm $3.00, $7.20 xeroxed).
Pub Date - 66 142p.

*FARM MANAGEMENT; *FARMERS; VOCATIONAL AGRICULTURE; YOUNG FARMER EDUCATION; JOB SKILLS; *SELF CONCEPT; STATE SURVEYS; *SUCCESS FACTORS; *GOAL ORIENTATION; INDIVIDUAL CHARACTERISTICS; FACTOR ANALYSIS; DOCTORAL THESES
OHIO

To improve farm management instruction in vocational agriculture, survey data were secured from 125 young farmers in 35 Ohio counties to determine the relationship between their perception of themselves as entrepreneurs and their success in farming. The respondents represented a range of success in farming, were full-time farmers between the ages of 18 and 35, and had responsibility for managing a farm. An analysis of the data was made by factor analysis, analysis of variance, and multiple regression techniques. Some findings were: (1) Planning and organizing resources, keeping records and accounts, and the wise use of time were identified most frequently by the young farmers as the most important tasks of management, (2) Young farmers gave themselves high overall ratings as managers, had higher farming status, more years of formal education, and higher family goal attainments than those with medium or low ratings, and (3) There was a positive correlation between most of the personal and success factors and managerial perception. Recommendations for the young farmer program dealt with the overall design and organization, teacher education, subject matter areas, and method directed toward improvement of farm management instruction for young farmers. This Ph.D. thesis was submitted to The Ohio State University. (WB)

VT 004 592 ED 020 349
DeCarlo, Charles R.
Systems Design and Nature of Work.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.40
Pub Date - 67 46p.; Seminar on Manpower Policy and Program (Washington, D.C., November 17, 1966).

*WORK ATTITUDES; *WORK ENVIRONMENT; INFORMATION SYSTEMS; SYSTEMS CONCEPTS; *PRODUCTIVITY; *TECHNOLOGICAL ADVANCEMENT; INDUSTRIAL STRUCTURE; *SEMINARS; *SYSTEMS APPROACH; CHANGE AGENTS
*SEMINAR ON MANPOWER POLICY AND PROGRAM, WASHINGTON, D.C., NOVEMBER 17, 1966

The application of technology to production has had the effect of continuously removing man to greater distances from the actual material, or work, being transformed in the environment. We are about to enter a new phase of history, sometimes called the second industrial revolution, in which work occupies a different role in life. This revolution is predicated upon the fact that the technology of the first industrial revolution can now be controlled at a distance through information systems which rest upon four fundamental technological concepts: (1) Transducers are capable of sensing and transforming experiences into electrical signals, (2) These signals can be communicated over very long distances, (3) The material that is communicated can be captured and stored in electrical memories, and (4) Logical decision-making machines can transform the recorded information. These four technologies enable man to design systems which can perform control operations both at direct work levels or in the amplification of the human intelligence in a white-collar environment. The design of systems for planning and controlling necessary work, for providing a sense of individual worth, and for making free leisure time a positive goal is among the major responsibilities of any leader in this kind of environment. (ET)

VT 004 617
Kelly, James D.
Michigan Technician Needs Study, Summary Report. The Present and Projected Demand for Technically Trained People and Their Training Opportunities in Michigan.

Ferris State Coll., Big Rapids, Mich. Office of Administrative Studies
Michigan State Dept. of Commerce, Lansing. Office of Economic Expansion
Michigan State Dept. of Education, Lansing. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 42p.

*OCCUPATIONAL SURVEYS; *TECHNICAL OCCUPATIONS; EMPLOYMENT PATTERNS; *EDUCATIONAL OPPORTUNITIES; FIELD INTERVIEWS; TECHNICAL EDUCATION; *EMPLOYMENT PROJECTIONS; EDUCATIONAL NEEDS; EMPLOYER ATTITUDES
MICHIGAN

"Michigan Technician Needs Study: The Present and Projected Demand for Technically Trained People in Michigan" is summarized. See abstract of VT 005 826 (ARM Summer 1969) which is the complete study. (EM)

VT 004 642
The Training Specialist in Industry.

Ministry of Labour, London (England)
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan64 32p.

*INDUSTRIAL TRAINING; *SPECIALISTS; *EMPLOYMENT QUALIFICATIONS; *LEADERSHIP RESPONSIBILITY; ADMINISTRATIVE ORGANIZATION; *FOREIGN COUNTRIES; OCCUPATIONAL INFORMATION
ENGLAND

Training employees in any company is primarily the responsibility of management. Company managements, however, need guidance from training specialists including training officers, training development officers, group training officers, and training instructors. The primary function of the training officer is to advise management on formulating training policy at all levels and to assist in carrying them out. His contribution to company training stems from his knowledge of the training problems in all departments and of training techniques and methods. The training development officer has similar advisory responsibilities but to the industrial organization. He advises the organization on planning training arrangements at the industry level and assists in their implementation at company level. The functions of the group training officer are similar to those of the training development officer. He has an advisory function to a group management committee as well as to the management of individual companies. He is responsible for operating the training schemes. The effectiveness of any training program depends ultimately on the quality of the instructors applying it. They are responsible for putting training courses into effect at the actual level of instruction. A description of the general responsibilities, functions, and qualifications of each training specialist is provided. (HC)

VT 004 665 ED 022 883
Equal Employment Opportunities for Women Under Title VII of the Civil Rights Act of 1964; A Memorandum on Policy for the Equal Employment Opportunity Commission Submitted...to the Interdepartmental Committee on The Status of Women and Transmitted With Approval of the Committee.

Citizens Advisory Council on the Status of Women, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.70
Pub Date - 1Oct65 12p.

*LABOR LAWS; *CIVIL RIGHTS LAWS; *EQUAL OPPORTUNITIES (JOBS); *FEMALES; WORKING WOMEN
*CIVIL RIGHTS ACT OF 1964

Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on account of sex, race, color, religion, or national origin. To achieve the great potential of Title VII for securing social and economic gains for women workers, as well as others, the law must be interpreted with wisdom and perspective, vigorously administered and enforced, and widely publicized. Because one-third of the national work force is women, one-tenth of all family-heads are women and nearly half of these earn less than $3,000 annually, unemployment rates are higher for women than men, and average earnings are less, and Negro women have been victims of both sex and race discrimination, assurance of equal employment opportunity is of direct and immediate concern. Reasons for not hiring women based on assumptions of comparative employment characteristics of women in general, assumptions of sex prejudice of clients, or stereotype characterizations are not bona fide occupational exceptions. Advertising which expresses sex preference or limitation is also unlawful except when the employer can show a bona fide occupational qualification. (FP)

VT 004 813 ED 022 885
Estimating Agricultural Employment from a Sample of Employers. Technical Paper Series M-73.

California State Dept. of Employment, Sacramento. Research and Statistics Section
EDRS PRICE MF-$0.25 HC-$0.90
Pub Date - 2Nov64 16p.

*AGRICULTURAL LABORERS; *EMPLOYMENT PATTERNS; *OCCUPATIONAL SURVEYS; *SAMPLING; EMPLOYERS; EMPLOYMENT STATISTICS; SEASONAL EMPLOYMENT
FRESNO COUNTY; CALIFORNIA

To explore the feasibility of sample selection to predict agricultural employment, a stratified sample of 360 employers was drawn from the employers reporting employment in the Disability Insurance Program for agricultural workers in Fresno County. Month-to-month changes were examined for seven industry strata, and estimates were made by the link-relative method. Employment estimates were compared with the reported universe employment for the corresponding month to determine the accuracy of the sample as a means of estimating. Data indicated that the method may be feasible, but that the sample must be designed to include employers whose seasonal labor needs occur at different periods of the year. (JM)

VT 004 849 ED 024 768
Bussey, Ellen M.
Manpower and Employment Policies for Developing Countries.

Manpower Administration (DOL), Washington, D.C. International Manpower Inst.
EDRS PRICE MF-$0.75 HC-$9.10
Pub Date - 67 180p.; Proceedings of the International Manpower Seminar (7th, September 28-December 10, 1966).

HUMAN RESOURCES; MANPOWER UTILIZATION; *MANPOWER DEVELOPMENT; *DEVELOPING NATIONS; PLANNING; *ECONOMIC DEVELOPMENT; SOCIAL DEVELOPMENT; DEMOGRAPHY; LABOR FORCE; EMPLOYMENT PROJECTIONS; *EDUCATIONAL NEEDS; ADMINISTRATIVE POLICY; EMPLOYMENT PROGRAMS; GUIDELINES; *CONFERENCE REPORTS
*INTERNATIONAL MANPOWER SEMINAR, SEPTEMBER 28-DECEMBER 10, 1966

The Seminar, a joint venture of the Agency for International Development and the Labor Department of the United States, brought together 29 participants from 20 developing countries for the purpose of exchanging ideas and experiences on manpower programs and planning efforts. These proceedings are the result of notes taken by reporters during the sessions and are a synthesis of the main points made. Various sessions summarized in the first part of the proceedings deal with current issues which include such problems as excessive population growth, the crisis in food production, and the slow progress by economic development programs. Substantial attention is also given to guidelines for planning, which establish the framework within which manpower planning is expected to be most successful, and strategies for human resources planning. The second portion of the Seminar provided participants with an orientation on United States manpower programs. During the third part of the Seminar, participants acted as manpower advisors to a fictitious country. They diagnosed the problems, established strategies for alleviating them, examined the administrative structure for planning, and evolved a final manpower plan. Tables and charts are included. (ET)

VT 004 899
Bell, Kenneth D.
Tires and Tubes, Labor Market Developments. Industry Manpower Surveys No. 107.

Bureau of Employment Service (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar64 23p.

*OCCUPATIONAL SURVEYS; *LABOR MARKET; LABOR FORCE; *MANPOWER UTILIZATION; SKILLED OCCUPATIONS; SEMISKILLED OCCUPATIONS; UNSKILLED OCCUPATIONS; EMPLOYMENT PATTERNS; EMPLOYMENT PROJECTIONS; EMPLOYMENT TRENDS
*TIRE AND TUBE INDUSTRY

This survey is one of a series of manpower studies designed to provide the United States Employment Service (USES) and its affiliated state employment services with labor market information needed to carry out operating responsibilities. A survey of 46 individual establishments in the tire and inner tube industry was made to ascertain the role of manpower in the industry. Increased mechanization has contributed to rising production and declining employment. The industry's principal employment center is the North Central region, with Ohio alone employing 46 percent of the industry workers. Shortage occupations have remained virtually non-existent with only a few job openings for highly qualified professional and skilled workers. Tire tube workers, among the highest paid industrial workers, received an average hourly wage of $3.25 in 1963, compared to an average of $2.46 per hour for all manufacturing workers. Although the industry's employment dropped between March 1963 and January 1964 by an estimated 2,600, or 3 percent, the decline was not sufficient to cause changes in the classifications of the industry's principal area of employment. On the other hand, should a significant downturn occur in the industry, the smaller geographic areas in which tire employment is a major portion of the labor force could be in serious trouble. (HC)

VT 004 900
Schroeder, Ernest F.
Department Stores, Labor Market Developments. Industry Manpower Surveys No. 109.

Bureau of Employment Security (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr64 22p.

*SALES OCCUPATIONS; *DEPARTMENT STORES; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PATTERNS; *EMPLOYMENT TRENDS; *OCCUPATIONAL SURVEYS; LABOR FORCE; WAGES

The purpose of this survey was to provide the public employment service system with labor market information needed to carry out guidance, determination of job shortages, job development, industry trends, more effective employer relations, and evaluation of training programs. The 1,455 units surveyed, each employing 100 or more workers, had an aggregate employment of 692,900, about 74 percent of the industry total employment. From 1958 to 1963 department store employment grew at 13.3 percent compared to 10.0 percent for other retail employment. The average work force of close to 1 million in 1963, or one out of every nine workers in retail trades makes department stores one of the nation's principal employers, and still, more than one-fourth of the reporting establishments indicated some difficulty in filling job vacancies, particularly for skilled positions. The movement of department stores to the suburbs has increased the need for part-time sales personnel. Department stores have kept pace with competitors with a 62.4 percent volume increase between 1954-1963 compared to a 44.6 percent increase for other retail establishments. Average hourly earnings of non-supervisory department workers rose 20.3 percent to $1.72 from 1958 to 1963. (MM)

VT 004 902
Nix, James C.; Kohen, Ray W.
Hired Farmworkers in the United States.

Bureau of Employment Security (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec64 44p.

*AGRICULTURAL LABORERS; WAGES; UNEMPLOYMENT; *MIGRATION; *ECONOMIC DISADVANTAGEMENT; SOCIAL PROBLEMS; LABOR FORCE; SEASONAL EMPLOYMENT; *EMPLOYMENT LEVEL; FOREIGN WORKERS; *EMPLOYMENT EXPERIENCE

Based upon data published by the Departments of Agriculture, Commerce, and Labor, this report concerning the 1.7 million farm workers hired in 1963, contained the following observations: (1) Farm numbers were decreasing, farm size was increasing, agricultural production assets per worker were $25,000, and productivity per worker was increasing, (2) Of all farms, 52 percent hired no labor, and 42 percent spent less than $2,500 for hired labor; only one percent of the farms hired 30 percent of the labor, (3) Farm operators and unpaid family workers outnumbered hired workers even at the peak of the season, but the total number of operators and unpaid family workers was decreasing, while the number of hired workers was remaining steady, (4) Farm population was decreasing and farm-to-city migration was high, however the lower level of education of rural farm people might have prevented the migration needed to relieve rural unemployment, underemployment, and low income, (5) Over two-fifths of those doing farm wage work did so less than 25 days during the year, and farm work is not the chief activity of one-half of the workers, and (6) There is more unemployment among farm workers than other workers even during the growing season. The report cites new federal laws enacted to alleviate problems. (JM)

VT 004 921
Community Organization for Employment Development.

Bureau of Employment Security (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec64 22p.

*ECONOMIC DEVELOPMENT; *COMMUNITY ORGANIZATIONS; *EMPLOYMENT PROGRAMS; *EMPLOYMENT SERVICES; MANPOWER UTILIZATION; EMPLOYMENT OPPORTUNITIES; COMMUNITY COOPERATION; *COMMUNITY DEVELOPMENT; COMMUNITY PLANNING; COMMUNITY PROGRAMS
UNITED STATES EMPLOYMENT SERVICE; USES

This publication is designed to help local employment service personnel and community leaders stimulate the formation of community employment groups which plan programs for increasing employment opportunities in local areas. A definition of community employment development and procedures for determining long- and short-range program goals are outlined. A checklist of local factors, and needed information relevant to them, for area planners to consider in formulating community development programs are identified. The factors are: population, manpower resources, occupational training resources, natural resources, location, market, local industry, industrial sites, local government, community facilities, educational institutions, health facilities, housing, transportation, utilities and power, weather, and communications media. Guidelines for establishing or appointing the appropriate organization to achieve community development goals are presented. The broad range of manpower services available to community developers through the public employment service officers, such as a variety of informational services and comprehensive employer and job applicant services, are specified. For a later report (1966) which discusses the contribution made to community development by public employment service offices see VT 006 161 (ARM Summer 1969). (ET)

VT 004 925 ED 022 888
Farm Labor Developments. Employment and Wage Supplement.

Bureau of Employment Security (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - Dec67 27p.

*EMPLOYMENT STATISTICS; *AGRICULTURAL LABORERS; *SEASONAL LABORERS; *WAGES; SEASONAL EMPLOYMENT; FARM LABOR; SEASONAL LABOR; FARM LABOR SUPPLY; TABLES (DATA); *AGRICULTURAL PRODUCTION; MIGRANT EMPLOYMENT

Estimated employment, wage rates, and origin of seasonal hired agricultural workers in selected activities are presented in tabular form. Employment information was obtained by the Bureau of Employment Security from 269 agricultural reporting areas throughout the country. Agricultural workers were defined as those engaged in the production of agricultural crops or livestock and in closely related on-farm activities such as post-harvest storage, sorting, and packing which do not materially change the product from its original form. Seasonal hired workers were defined as those who were hired or assigned to work on any one farm or establishment for less than a continuous 150-day period in the course of a year. In-season farm labor cash-wage rates were tabulated by agricultural reporting area according to crop and activity as either hourly wage rate or piece work rate. (DM)

VT 004 941
The Employment Service Goes to an Armour Plant Closing.

Iowa State Employment Service, Sioux City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun63 15p.

*EMPLOYMENT PROBLEMS; *JOB LAYOFF; *INDUSTRIAL PERSONNEL; *MEAT PACKING INDUSTRY; EMPLOYMENT PROGRAMS; *EMPLOYMENT SERVICES; UNEMPLOYED; COMMUNITY STUDY; COMMUNITY PROBLEMS; VOCATIONAL RETRAINING
SIOUX CITY; IOWA

Over 1,300 employees were without work as a result of the closing of a meat packing plant in Sioux City, Iowa, in 1963. Some observations by community and government agencies who handled the problems involved were: (1) Advanced planning, extensive interviewing, testing and counseling, retraining programs and community support are required, (2) The program should be activated rapidly, (3) Top interviewing techniques by efficient and well accepted employment service personnel are necessary, (4) All community groups must participate to aid the unemployed and improve the economic life of the area, (5) The level of general unemployment in the area has a direct bearing on whether displaced workers can be readily absorbed, (6) Good relations are needed with the press, TV, and radio stations, and (7) The retraining of workers is necessary when new skills must be learned in order to find another place in the labor force. Major problems were: (1) The wage rates on new jobs were often not equal to former wages, (2) The unemployed were reluctant to move from Sioux City, (3) The unemployed were reluctant to enroll in training programs unless guaranteed a job after training, and (4) The secondary effects of reduced payroll in Sioux City reduced employment in other industry and business. (DM)

VT 004 958
Unemployment Insurance Claimants, 1962-1963, Characteristics and Benefit Experience of New York Workers Who Filed Claims to Establish Benefit Years Ending in 1963.

New York State Dept. of Labor, Albany. Research and Statistics Office
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 47p.

*UNEMPLOYMENT INSURANCE; *UNEMPLOYED; *PARTICIPANT CHARACTERISTICS; *EMPLOYMENT EXPERIENCE; EMPLOYMENT STATISTICS; STATE SURVEYS
NEW YORK

Non-farm wage and salary employment averaged 6,259,900 in 1962 and registered unemployment averaged 293,000 in 1962. Thirty-three tables are provided containing information in the areas of: (1) employment background, (2) unemployment developments, (3) new claimants, (4) characteristics of beneficiaries, (5) length and frequency of unemployment, (6) weekly benefit payments, (7) base-year employment, (8) experience in major areas, and (9) claimants who were denied benefits. A brief written summary is also provided for each of these areas. (MM)

VT 004 962
State Plan Inventory. Section 3-A, Projections of Employment for the Year 1980.

Arkansas Univ., Little Rock. Industrial Research and Extension Center
Arkansas Univ., Fayetteville. Dept. of Agricultural Economics and Rural Sociology
Arkansas State Housing and Home Finance Agency, Little Rock
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr64 26p.

*EMPLOYMENT PROJECTIONS; *INDUSTRY; *EMPLOYMENT TRENDS; EMPLOYMENT PATTERNS; *STATE SURVEYS
ARKANSAS

Two methods and three data sources were used to project employment in Arkansas for the year 1980. Data were taken from census reports, Arkansas Employment Security Division publications, and National Planning Association projections for the United States and Arkansas. First, the historical trend technique was used to project total agricultural and non-agricultural employment, and to determine projected employment in individual non-agricultural industries. This group of projections assumed a rate of employment growth below that expected for the nation as a whole for the period. The second method involved measuring and projecting individual industry and total employment growth rates under the assumption that the Arkansas growth rates would approximate those expected for the nation as a whole through 1980. Presented separately according to the method used, the tabular data show, for both 1960 and 1980, several aspects of employment: (1) employment by industry and percent distribution, showing Arkansas as a percent of the United States,, (2) employment diversification, (3) diversification of manufacturing employment, and (4) employment by major industry group by region. (ET)

VT 004 963 ED 025 592
Adaptation of Rural and Foreign Workers to Industry, International Joint Seminar (Wiesbaden, December 10-13, 1963). Final Report. International Seminars 1963-4.

Organisation for Economic Co-Operation and Development, Paris (France). Social Affairs Div.
EDRS PRICE MF-$1.00 HC-$11.25
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($1.25).
Pub Date - 65 223p.

*ADJUSTMENT (TO ENVIRONMENT); *FOREIGN WORKERS; *RURAL FARM RESIDENTS; *INDUSTRY; *CONFERENCE REPORTS; RURAL URBAN DIFFERENCES; MIGRATION; INTERNATIONAL ORGANIZATIONS; SEMINARS; URBANIZATION; URBAN IMMIGRATION; ADJUSTMENT PROBLEMS
*ECONOMIC COOPERATION AND DEVELOPMENT ORGANIZATION INTERNATIONAL JOINT SEMINAR, WIESBADEN, DECEMBER 10-13, 1963

The major purpose of a seminar held in Wiesbaden, Germany, was to exchange experiences and views on the methods of expediating adjustment of rural and foreign workers to industry. Major presentations for discussion were "Internal Migration" by Magda Talamo, and "International Migration" by Elie Dimitras. Some conclusions were: (1) Movement of the rural population and foreign labor into industry is significant, (2) Provisions should be made for adjustments to insure more effective employment of migrants, (3) The greatest adjustment problems are for foreign groups moving into industry, (4) Varied and great efforts are being made by employers and unions to ease the movement of people, (5) Systematic procedures are being developed, and (6) Adjustment programs must be adapted to new needs and problems. The appendixes contain five reports concerning internal and international migration, adapting rural and foreign workers to industry, the role of employers, and the role of trade unions. The conference was attended by 46 participants from 17 countries and nine participants from international organizations. (DM)

VT 005 020 ED 026 470
Target: Employment.

Chamber of Commerce of the United States, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.25
Pub Date - Mar64 103p.

*COMMUNITY ORGANIZATIONS; BUSINESS; EMPLOYMENT PROBLEMS; *EMPLOYMENT PROGRAMS; *PROGRAM DESCRIPTIONS; *COMMUNITY PROGRAMS; ANNOTATED BIBLIOGRAPHIES; COMMUNITY ACTION; DIRECTORIES
CHAMBER OF COMMERCE

This booklet provides representative examples of approaches that 36 Chambers of Commerce across the nation have taken to problems of employment in their locales. Their experiences have been selected to illustrate the various means used by businessmen to work cooperatively with others toward the solution of local problems related to school, training, and employment. For each example, one page describes the problem, the solution, and the followup action taken by local chambers. Extra pages explain several of them more fully, and names, addresses, and telephone numbers show where to acquire additional information. Included are descriptions of local Chambers working with education officials, guidance counselors, school students, school dropouts, young and adult unemployed, employed workers, and employers. (ET)

VT 005 058
Manpower and Immigration. Manpower Report Number 4.

Manpower Administration, Washington, D.C. Office of Manpower Automation and Training
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul65 7p.

*IMMIGRANTS; *OCCUPATIONS; *FEDERAL LEGISLATION; *STATISTICAL DATA; EMPLOYMENT PATTERNS

For the period 1947 to 1964, 4.4 million immigrants entered the United States and two-thirds of these were non-quota immigrants. About 2.1 million of this total reported having occupational experience with the remainder being housewives, young persons, and retired people. The proportion of professional, technical, skilled, semiskilled, and unskilled has consistently been higher than the proportion of these classifications for the U.S. labor force. During the period 1954 to 1964, 150,000 immigrants in demand occupations entered the country due to preferential selection which were deemed to be in the national interest. Under proposed legislation, the quotas of all quota countries will be placed in a pool from which individuals of all quota countries, subject to certain family and occupation preferences, will be able to draw on a first-come first-serve basis. About 63,300 additional quota immigrants might be expected to enter due to pooling the quotas. It is estimated that 23,900 of these additional people would enter the labor market. (EM)

VT 005 125
Giese, Harlan E.
Training Needs for Metal Tradesmen in Iowa.

University of Northern Iowa, Cedar Falls
Iowa Research Coordinating Unit, Des Moines
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct67 115p.

*EDUCATIONAL NEEDS; *MANPOWER NEEDS; *MANUFACTURING INDUSTRY; *METAL WORKING OCCUPATIONS; SKILLED OCCUPATIONS; SEMISKILLED OCCUPATIONS; OCCUPATIONAL SURVEYS
IOWA

The purpose of this study was to identify, by state wide survey, the training needs for skilled and semiskilled metal tradesmen in 11 job classifications. The population of the study was limited to 823 metal working manufacturing firms in the state of Iowa. The job descriptions presented on the questionnaires identified skills and abilities used by the workers in execution of the jobs. The 440 firms responding to the questionnaire employed a total of 23,763 metal tradesmen. The number of new workers employed in 1966 and the number of new workers which will be employed in 1968, as anticipated by the manufacturers, is nearly equal, while the need for replacement workers in 1968, 1970, and 1972 will be at a rate of approximately two-thirds of the number of trained new and replacement workers will be needed in the production machinist category. Employers expressed a desire to hire most of their new and replacement employees from those who will graduate from preparatory vocational-technical curriculums. Where there is an insufficient need to justify training in one district, districts should combine needs to provide a multi-district need and the training content for these programs and other programs should be developed by an advisory committee. (HC)

VT 005 127
Occupational Information Conference Report (Oxnard, California, October 11, 1967).

Ventura County Vocational Resources Committee, Calif.
MF AVAILABLE IN VT-ERIC SET
Pub Date - 67 65p.

*OCCUPATIONAL GUIDANCE; OCCUPATIONAL INFORMATION; *LABOR MARKET; SCHOOL INDUSTRY RELATIONSHIP; DEMAND OCCUPATIONS; *COUNSELOR ROLE; *CONFERENCE REPORTS; EMPLOYMENT SERVICES; EMPLOYMENT OPPORTUNITIES *VENTURA COUNTY VOCATIONAL RESOURCES COMMITTEE OCCUPATIONAL INFORMATION CONFERENCE, OXNARD, CALIFORNIA, OCTOBER 11, 1967

This 2-day conference, sponsored by the Vocational Resources Committee, included these speeches: (1) "Economics of Labor Market," by Odessa Dubinsky, related economic and employment factors to occupational education, (2) "How Education and the State Employment Service Work Together," by Mack Stoker, presented examples of problems and cooperation relative to vocational offerings, student selection, employment opportunities, competency levels, and student placement and evaluation, (3) "Emerging and Declining Occupations," by Anne Lewis, described the use of the "Dictionary of Occupational Titles" and the concepts of demand and declining occupations, (4) "Future of Vocational Guidance," by Al Powell, described trends in vocational guidance in California, and (5) "What Should a Counselor Know About Industry," by Norman Nicholson, discussed seven counselor characteristics desired by employers. Also included are summaries of four small group discussions with the first four speakers. The participants were school counselors and representatives of the Vocational Resources Committee. (EM)

VT 005 179
Loomba, R. P.
A Study of the Re-Employment and Unemployment Experiences of Scientists and Engineers Laid Off from 62 Aerospace and Electronics Firms in the San Francisco Bay Area during 1963-1965.

San Jose State Coll. Calif. Center for Interdisciplinary Studies
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Feb67 34p.

*JOB LAYOFF; *SCIENTISTS; *ENGINEERS; *ELECTRONICS INDUSTRY; *AEROSPACE INDUSTRY; EMPLOYMENT EXPERIENCE; ELECTRONICS; UNEMPLOYMENT; EMPLOYMENT PROBLEMS; MANPOWER UTILIZATION; EMPLOYMENT PRACTICES; JOB TENURE CALIFORNIA; SAN FRANCISCO

A summary of the complete study by the same title available as VT 004 106 (ARM Fall 1968) is given. (HC)

VT 005 218 ED 026 472
Kreps, Juanita M.; Laws, Ralph
Training and Retraining Older Workers, an Annotated Bibliography.

National Council on the Aging, Inc., New York, N.Y.
EDRS PRICE MF-$0.25 HC-$1.60
National Council on the Aging, 315 Park Avenue South, New York, New York 10010 ($1.25).
Pub Date - 65 30p.

*ADULT VOCATIONAL EDUCATION; *ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL NEEDS; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL PROGRAMS; *RETRAINING; JOB TRAINING; *OLDER ADULTS; MIDDLE AGED

The need for economy-wide measures designed to retrain workers of all ages resulted in development of this annotated bibliography which is primarily restricted to articles discussing the retraining of older workers. The 123 documents annotated represent the years 1943 through 1964 and are organized under headings of general references and government. (DM)

VT 005 241 ED 024 776
Technician Career Opportunities in Engineering Technology.

Engineers' Council for Professional Development, New York, N.Y.
National Council of Technical Schools, Washington, D.C.
American Society for Engineering Education, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.25
Publications, American Society for Engineering Education, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 ($.50).
Pub Date - 64 23p.

*ENGINEERING TECHNICIANS; *CAREER OPPORTUNITIES; *OCCUPATIONAL INFORMATION; EDUCATIONAL BACKGROUND; TECHNICAL EDUCATION; EMPLOYMENT QUALIFICATIONS; OCCUPATIONAL CLUSTERS

Career opportunities for engineering technicians are available in the technologies relating to air conditioning, heating, and refrigeration, aviation and aerospace, building construction, chemical engineering, civil engineering, electrical engineering, electronics, industrial engineering, instrumentation, internal combustion engines, mechanical engineering, metallurgical engineering, and nuclear engineering. To succeed as an engineering technician, the person must have mechanical aptitude and a genuine interest in a technical field. He must like science and mathematics and have average or better achievement in these subjects in an engineering technology curriculum. Persons wishing to enter an engineering technology curriculum, must be a high school graduate or have equivalent education and show evidence of sufficient motivation for satisfactory achievement in the curriculum. The course of instruction for engineering technicians emphasizes the application of scientific and mathematical principles in industrial situations and problem solving. The subjects are grouped in categories of mathematics, physical sciences, communications, humanities, technical skills, and technical speciality. Many factors indicate a bright future for both men and women as engineering technicians in business, industry, and government service. (HC)

VT 005 263 ED 025 596
The Length of Working Life for Males, 1900-60. Manpower Report Number 8.

Office of Manpower Automation and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.75
Pub Date - Jul63 13p.

*WORK LIFE EXPECTANCY; *MALES; LABOR FORCE; EMPLOYMENT PATTERNS; *JOB TENURE; *RETIREMENT; EMPLOYMENT STATISTICS; EMPLOYMENT TRENDS

Based on several tables of working life, the article provides some basic perspectives on major labor market developments for men and is intended to provide a background for the study of training and retraining needs in our modern industrial society. Among the developments discussed were: (1) Work life expectancy declined by one-half year between 1950 and 1960, reversing a long-term rise between 1900 and 1950, (2) The decline in work life expectancy resulted from a small increase in life expectancy combined with accelerated trends towards longer schooling and earlier retirement, (3) One of the circumstances most directly associated with the decline in the age of retirement has been the continued liberalization of social security benefits and coverage, (4) Under 1960 conditions a male worker at age 20 could expect to live almost 50 years and to work almost 43 years (5) Ifi it is assumed that the 1961 age patterns of job changing remain constant during the next 40 or so years, it can be estimated from the 1960 table of working life that a 20-year-old man will make more than six job changes (defined as a change of employer) during his remaining work life. Tables of working life for each age group from 14 through 85 are given for the years 1940, 1950, and 1960. (ET)

VT 005 572
Turner, Robert E. ; Hunter, Bill
Manpower in Oklahoma, State Summary. Preliminary Release, April 1968.

Oklahoma Employment Security Commission, Oklahoma City. Labor Market Information Section
Oklahoma State Dept. of Vocational-Technical Education, Oklahoma City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr68 18p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT PROJECTIONS; *STATE SURVEYS; INDUSTRY; EMPLOYMENT PATTERNS
OKLAHOMA

A state-wide study of about 300 occupations was initiated to determine current and future manpower needs by industry division, major occupational group and selected occupation. A sample of 2,881 firms with 341,596 workers were selected for the study with over 70 percent responding. Data, when expanded to represent the universe, indicated that nonfarm wage and salary employment in the state should reach 758,700 by June 1969, an increase of 54,500 jobs, or 7.7 percent from the June 1967 level, and that such employment should reach 815,500 by 1972. The largest gains were forecast to occur in manufacturing followed by wholesale-retail trade and service. The greatest numerical gains for the major occupational groups should occur in the professional-technical managerial category. The largest single occupation surveyed was that of sales clerk followed by clerk general office, salesman and salesperson, nurse aide-orderly, teachers, waitress or waiter, secretary, cook, and clerk typist in rank order. The rank should remain about the same over the 5-year period. More detailed findings were to be released later in the year. (MM)

VT 005 826 ED 027 375
Michigan Technician Need Study. The Present and Projected Demand for Technically Trained People in Michigan.

Ferris State Coll., Big Rapids, Mich. Office of Administrative Studies
Michigan State Dept. of Education, Lansing. Div. of Vocational Education
Michigan State Dept. of Commerce, Lansing. Office of Economic Expansion
Department of Housing and Urban Development, Washington, D.C.
EDRS PRICE MF-$1.00 HC-$10.55
Pub Date - Nov67 209p.

*OCCUPATIONAL SURVEYS; *TECHNICAL OCCUPATIONS; *EMPLOYMENT PROJECTIONS; *EDUCATIONAL OPPORTUNITIES; TECHNICAL EDUCATION; EDUCATIONAL NEEDS; FIELD INTERVIEWS; EMPLOYER ATTITUDES; MANPOWER UTILIZATION; EMPLOYMENT; STATE SURVEYS; *EMPLOYMENT OPPORTUNITIES; QUESTIONNAIRES; EMPLOYMENT QUALIFICATIONS
MICHIGAN

This study undertakes to determine (1) the extent of crucial manpower shortages in Michigan by technical area and skill, by the areas of occupation or industry, and whether these shortages will decrease or increase over the next few years, and (2) the opportunities for technical education now available or necessary to assure Michigan industry and business an adequate supply of trained manpower. Firms to be included in the study were selected on a non-random basis to obtain maximum geographical, industrial, and labor force coverage. Data represent 1,218 firms from private industry which includes 49 percent of the Michigan wage and salary workers as of January 1966. There is general agreement among employers that the need for technicians will increase substantially during the next few years and that there is a present unmet need in virtually every classification. The major source of technicians is the up-grading of existing employees. Only recently have employers recognized community colleges and technical institutes as sources of technicians; however, the enrollments here will not meet employers' manpower needs. Nine recommendations are given. For a summary report see VT 004 617 (ARM Summer 1969). (EM)

VT 005 944 ED 021 144
Bridging the Gap from School to Work.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - Apr68 14p.; In Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization and Training, April 1968.

*VOCATIONAL ADJUSTMENT; *YOUTH EMPLOYMENT; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL GUIDANCE; *YOUTH PROBLEMS; WORK EXPERIENCE PROGRAMS; WORK STUDY PROGRAMS; FOREIGN COUNTRIES; SCHOOL ROLE; *UNEMPLOYMENT

High rates of youth unemployment, especially for those in low-income minority group families, and underemployment, despite the fact that the United States keeps larger proportions of its children in school longer than does any other nation, give some indication of why the school-to-work problem commands public attention. Some of the variables considered to affect the process of transition, and requiring intensive review, are counseling and placement by schools and other agencies, work experience programs in schools, occupational information in schools, work-oriented curriculums, specific and general occupational training, cooperative education programs, and youth wage policy. Contrast of the youth unemployment in this country with that experienced in Europe suggests that the school-to-work gap in the United States is largely a result of the high educational and flexible career sights that have been set while available job opportunities have not been at as high a level. While recognizing an insufficiency of relevant research, certain general conclusions can be reached on the basis of present knowledge concerning the character of the steps that can be taken to narrow the gap between school and work. Among these steps are (1) increasing student knowledge about the environment of work while in school, (2) increasing opportunity for students to gain actual work experience, (3) increasing participation of business and other private groups in the education world, and (4) providing improved knowledge and training at the point of entry into the job market. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968), available as VT 001 025 (ARM Summer 1969). (ET)

VT 005 945 ED 021 145
Geographic Factors in Employment and Manpower Development.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.15
Pub Date - Apr68 41p.; In Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training, April 1968.

*DEPRESSED AREAS (GEOGRAPHIC); *ECONOMIC DISADVANTAGEMENT; URBAN AREAS; RURAL AREAS; *ECONOMIC DEVELOPMENT; *MIGRATION; UNEMPLOYMENT; TRANSPORTATION; *FEDERAL PROGRAMS

This country must face the economic and social consequences of changing patterns of employment location which result from shifting currents of technological change, product demand, and job and profit seeking. Economic development programs of the last 7 years, employing a wide variety of approaches to their common goal of economic development and job creation, reflect a new national determination to meet the problems of people in depressed rural and urban areas. One of the basic questions to be faced in economic development programs concerns the combinations of program efforts which should exist in the two directions of moving jobs to workers and moving workers to jobs. In developing program plans account should be taken of the relative costs and benefits to the Nation, as well as to the particular area and its workers, of migration as compared with local economic development. Formulation of strategy for a coordinated manpower and economic development policy requires answers to several questions, including: (1)How can the employment potential of different areas and the potential results of various action programs be better evaluated, (2) Should present measures to stimulate private business and job expansion be strengthened and supplemented, (3) Could interarea differences in unemployment be reduced through changes in government procurement and transportation policies and decisions regarding the location of facilities, and (4) What balance should vocational education and training achieve between preparing people for locally required occupations and preparing them for out-migration. Charts, graphs, and tables are included. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968), available as VT 001 025 (ARM Summer 1969). (ET)

VT 005 946 ED 021 146
Review of Manpower Developments in 1967.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.30
Pub Date - Apr68 24p.; In Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training, April 1968.

*EMPLOYMENT TRENDS; *UNEMPLOYMENT; *ECONOMIC PROGRESS; *EMPLOYMENT PATTERNS; LABOR FORCE; OCCUPATIONS; DISADVANTAGED GROUPS; *ECONOMIC FACTORS

In 1967 the country averted an economic downturn and continued instead to complete its 7th consecutive year of expansion. Although gains for the year as a whole were small in comparison with the sharp advances of the previous 2 years, by yearend, the forces of growth were abundantly evident and pointed to a renewal of improvement in the employment situation. By the end of 1967, the overall unemployment rate and the rates for most (but significantly, not all) groups in the labor force were the lowest since the Korean War. A typically more-delayed recovery characterized the vulnerable groups. Large numbers of these workers have only recently begun to benefit from the additional jobs, occupational upgrading, and rising incomes that have accompanied high and sustained economic growth. But the first signs of economic slowdown in 1967 were reflected in layoffs of blue-collar workers and in rising unemployment among unskilled workers, Negroes, and teenagers. Renewal of the economic expansion brought to the force the dangers that attend rapid growth, such as rapidly rising prices, increased costs of production, and industrial shifts, which could result in unbalanced growth and threaten continuation of present progress. At a time when the Nation is poised to move on to full employment, a policy of carefully selecting balanced growth targets that will make the greatest relative impact on the disadvantaged is indicated. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968) available as VT 001 025 (ARM Summer 1969). (ET)

VT 006 142
Newhouse, John
Man vs. Machines: Automation in a Wisconsin Community. Reprint Series No. 2.

Wisconsin Univ., Madison. Center for Productivity Motivation
MF AVAILABLE IN VT-ERIC SET.
Center for the Study of Productivity Motivation, Graduate School of Business, The University of Wisconsin, Madison, Wisconsin 53706 (Single copies without charge).
Pub Date - 43p.

*AUTOMATION; *TECHNOLOGICAL ADVANCEMENT; EMPLOYMENT TRENDS; INDUSTRIAL PERSONNEL; EMPLOYMENT OPPORTUNITIES; *INDUSTRIAL STRUCTURE; MAN MACHINE SYSTEMS; *PRODUCTIVITY; *ORGANIZATIONAL CHANGE
WISCONSIN

Reprints of a series of articles by the author which appeared in the "Wisconsin State Journal" discuss the effect of automation. Titles of the articles are: (1) "Automation's Blessings Are Mixed," (2) "Automation Can Develop Jobs, Too," (3) "Automation in Bank Costs No Jobs," (4) "Machines Replace, Improve Hello Girls," (5) "Concrete Proof of Push-Button Gains," (6) "Oscar Mayer's Growth Is Automatic," (7) "Labor Looks At Automation," and (8) "Automation Vital to Insurance Firms." (DM)

VT 006 161
Developments in the Community Employment Program.

Bureau of Employment Security, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 21p.

*ECONOMIC DEVELOPMENT; *COMMUNITY ORGANIZATIONS; *EMPLOYMENT SERVICES; EMPLOYMENT PROGRAMS; *COMMUNITY COOPERATION; COMMUNITY PLANNING; PROGRAM EFFECTIVENESS
USES; UNITED STATES EMPLOYMENT SERVICE

State and local office personnel of the Employment Service completed questionnaires describing their participation in community employment development (CED) groups and significant recent economic and social developments affecting employment, and they commented on their experiences with these groups. "CED groups" refers to the following kinds of organizations: Chambers of Commerce, area economic development committees, industrial development corporations which provide financial assistance and locate and develop industrial sites and facilities, private firms which have established full-time industrial economic development departments, and state and local government agencies conducting economic or area development activity. In 1965 local Employment Service representatives served as consultants to, or members of, a total of 2,578 CED groups. Other developments revealed by the survey were: (1) Coordination and consolidation of efforts improved the effectiveness of the CED groups, (2) The importance of manpower data to CED groups was evidenced by the number and variety of requests for such information, (3) Dynamic changes occurred in communities as a result of joint development efforts, (4) Communities focused attention on overall improvement, (5) Significant community development problems were identified, and (6) Development activities in many communities were based on broad planning, thorough treatment of local problems, and representative participation. Two tables give selected data for each state. See also VT 004 921 (ARM Summer 1969). (ET)

VT 006 295 ED 026 482
Christmann, Phyllis Alice
Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation.

Iowa State Univ. of Science and Technology, Ames
EDRS PRICE MF-$0.50 HC-$5.10
Pub Date - 67 100p.

*HOME ECONOMICS EDUCATION; *WORKING WOMEN; MASTERS THESES; *ADJUSTMENT PROBLEMS; *ENVIRONMENTAL RESEARCH; QUESTIONNAIRES; VOCATIONAL ADJUSTMENT; PERSONAL ADJUSTMENT; SURVEYS; HIGH SCHOOL GRADUATES; ENTRY WORKERS IOWA

The purpose of the study was to identify the problems of single girls of Iowa on entering the world of work and to study the relationships between the kinds of problems and home town population, present residence, home economics education, living arrangements, and occupation. The 491 female participants indicated the degree of difficulty experienced on a one to nine rank scale. Six clusters of items found to be intercorrelated were: employment, clothing, social adjustment, money, food management, and food preparation. Results showed: (1) Girls living with parents considered parental acceptance of them as adults to be their greatest problem, and (2) Girls away from home reported budgeting, housing, housekeeping, and finding compatible roomates as problems. Interpersonal relationships on a social basis were of greater concern than those on the job. Nutrition created more difficulty than food preparation. Decision making about jobs created more difficulty than keeping jobs and getting along at work. As the population of the home town increased, problems in employment and food management decreased. As semesters of home economics completed increased, the problems in clothing and food preparation decreased. Clerical workers had the fewest problems with employment. Instruments, letters, statistics in graphic and tabular form and a reference list are included in the document. (FP)

VT 006 296 ED 026 483
Hunsicker, Norma Ann
Management Problems of Young Employed Homemakers.

Iowa State Univ. of Science and Technology, Ames
EDRS PRICE MF-$0.75 HC-$7.25
Pub Date - 67 143p.

SURVEYS; MASTERS THESES; *HOME ECONOMICS EDUCATION; *CLERICAL WORKERS; *WORKING WOMEN; *HOME MANAGEMENT; CONSUMER EDUCATION; QUESTIONNAIRES; MONEY MANAGEMENT; FAMILY MANAGEMENT; PERSONAL ADJUSTMENT; EDUCATIONAL PLANNING

In order to gather information for curriculum decisions, 250 employed homemakers between 16 and 24 years of age were questioned about time and money management problems. Those surveyed had assumed the dual role for less than three years and had an average annual family income of $6,000 to $7,000. Very few had children. Most frequently indicated money problems included: (1) emergency funds, (2) anticipating future needs, and (3) staying within the budget. One-third experienced difficulty with purchasing decisions. Because of the nature of the sample the expected time management problems concerning time for the children, to continue the home-maker's education, and deciding what paid help to use, had not occurred. Participants reported little difficulty in finding time for routine household tasks and personal and family recreation and inadequate time for resting, ironing, seasonal home care, and clothing care. Educational implications of the findings are: (1) management instruction is needed at the secondary and post-secondary level, (2) existing programs should be evaluated to determine if they meet the needs of the dual role, and (3) learning experiences should include family adjustment, realistic-flexible-spending plans, care and use of equipment, consumer education, and organization. The data in tabular form, a bibliography, letters, and questionnaires are included in the document. (FP)

VT 006 297 ED 026 484
Shipley, Anna Frances
Analysis of Tasks in Three Home Related Occupations.

Iowa State Univ. of Science and Technology, Ames
EDRS PRICE MF-$0.50 HC-$5.20
Pub Date - 67 102p.

*OCCUPATIONAL HOME ECONOMICS; *SERVICE OCCUPATIONS; MAIDS; VISITING HOMEMAKERS; COMPANIONS; OCCUPATIONAL CLUSTERS; MASTERS THESES; QUESTIONNAIRES; *TASK ANALYSIS; *EMPLOYER ATTITUDES; EMPLOYMENT QUALIFICATIONS; *JOB SKILLS; HOME ECONOMICS SKILLS; OCCUPATIONAL SURVEYS; EDUCATIONAL PLANNING; HOMEMAKING SKILLS

The purposes of the study were: (1) to identify the tasks performed by the employees in homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide occupations, (2) to determine the frequencies of task performance by the worker, (3) to determine tasks common and unique to the three occupations, and (4) to develop occupational clusters. Questionnaires were administered to 87 randomly selected employees chosen from 6 different locations in Iowa. The responses were analyzed to determine common tasks. The three occupations were found to be predominantly women, 36 years of age or over, married, and working part-time. A core of 11 items related to household maintenance were found to be common to the three occupations. Homemaker/home health aide performed the greatest number of unique tasks. Six clusters of tasks in relation to their function were formed. Tasks most frequently performed by the homemaker/health aides were those related to food production; those performed most frequently by hotel/motel and nursing home housekeeping aides were household maintenance. It was recommended that common and unique knowledges and competencies be determined in order to suggest training programs. Initial training in the common core was recommended, with a specialized training for homemaker/home health aides. Training programs should be available to both high school age and adult students. (FP)

VT 006 301 ED 024 789
Fisher, W. Halder, And Others
A Comparative Study of the Employee Skills/Training Acceptable to Employers Under Varying Degrees of Labor Market Stringencies. Final Report.

Battelle Memorial Institute, Columbus, Ohio. Columbus Laboratories.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.50 HC-$18.60 OEG-3-6-061577-2082 08
BR-6-1577
Pub Date - 14Jun68 370p.

*ENTRY WORKERS; *EMPLOYER ATTITUDES; *EMPLOYMENT PRACTICES; EMPLOYMENT QUALIFICATIONS; LABOR MARKET; LABOR SUPPLY; *OCCUPATIONAL INFORMATION; JOB APPLICATION; *PERSONNEL SELECTION

The purposes of this study were to test the dependability of stated employee selection criteria, to ascertain the degree of congruence between stated and actual selection criteria, and to determine the degree of change in criteria due to "looseness" or "tightness" of the local labor market. Seven test labor market areas representing a variety of socioeconomic situations, geographical settings, and degrees of looseness or tightness were selected. One hundred entry level jobs in 35 establishments were studied through field interviews and examinations of actual personnel files. A total of 9,667 employees in 11 job classifications were involved. Some findings were: (1) Job standards can be stated specifically and can be related to the state of the labor market, (2) Job requirements tend to fall below employer selection preferences, (3) Some job requirements reflect promotion requirements rather than entry requirements, (4) Employers tend to adhere to standards but will hire substandard workers, (5) Above average wages distinguish multi-plant firms from local firms, (6) A high school diploma is often required for irrational purposes, (7) Skills are less important than education, personal characteristics, and attitudes, and (8) The interviewer's reaction to an applicant can be an extremely important employment factor. (EM)

VT 006 304
Report of Conference on Unions and the Changing Status of Women Workers, (Rutgers--The State University, New Brunswick, New Jersey, October 17, 1964).

Women's Bureau (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 37p.

*LABOR UNIONS; *WORKING WOMEN; STATUS; LABOR FORCE; *EMPLOYMENT PATTERNS; LABOR LAWS; *CONFERENCE REPORTS; EMPLOYMENT PROBLEMS; EMPLOYMENT PRACTICES
*CONFERENCE ON UNIONS AND THE CHANGING STATUS OF WOMEN WORKERS, NEW BRUNSWICK, NEW JERSEY, OCTOBER 17, 1964

Fifty-six participants met to consider attitudes of employers, labor unions, government agencies, and professional organizations toward working women, and the barriers that limit women's opportunities in hiring, promotion, and training. Because the focus of the conference was on the responsibility of both individual union members and unions themselves to recognize these barriers and find ways to eliminate them, the conferences also discussed the content of labor-management contracts, community participation of unions and of individual members, and involvement of wives of union members. Presentations were: a report of the President's Commission on the Status of Women by Mrs. Gloria Johnson and a speech, "Employment Practices and Women Workers, The New Jersey Experience," by Mr. Raymond F. Male. At workshops the participants discussed: (1) Problems of Women on the Job, (2) How to Activate Women in the Local's Program, and (3) Women's Invitation to Community Action. Discussion questions, a summary of the workshop reports, samples of questionnaires which were administered to union members and their wives, an analysis of the questionnaires, and a list of conference attendees are included. (FP)

VT 006 310
Report of Statewide Meeting of the Governor's Commission on the Status of Women (Des Moines, Iowa, November 20-21, 1964).

Women's Bureau (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 40p.

*WORKING WOMEN; *LABOR FORCE; EMPLOYMENT PATTERNS; ECONOMIC DEVELOPMENT; LABOR LAWS; STATE LAWS; *WOMENS EDUCATION; *CONFERENCE REPORTS; EQUAL OPPORTUNITIES (JOBS); EMPLOYMENT PRACTICES; SOCIOECONOMIC STATUS
*IOWA GOVERNOR'S COMMISSION ON THE STATUS OF WOMEN, DES MOINES, IOWA, NOVEMBER 20-21, 1964

One hundred eighteen participants met to consider the recommendations of the Governor's Commission on various aspects of the role of contemporary women. Presentations were given by Dr. Marguerite Scruggs, Chairman of the Commission, Governor Harold E. Hughes of Iowa, Mary Dublin Keyserling, Director, Women's Bureau, U.S. Department of Labor, and Marguerite I. Gilmore, Chicago Regional Director, Women's Bureau. A symposium on the commission report brought the chairman of each of the commission's committees to the platform. Each in turn discussed the highlights of the commission report in his own area. They were Jude P. West of the Employment Practices Committee, Erma B. Plaehn of the State Labor Laws Committee, Marian L. Jones of the Legal Treatment of Women Committee, Margaret K. Yoder of the New and Expanded Services for Women Committee, and Elizabeth S. White of the Educational Needs of Women Committee. Groups discussed employment practices, state labor laws, legal treatment of women, new and expanded services, and educational needs of women. Suggestions were given for implementation of the recommendations by Dr. Helen R. LeBaron, Dean, College of Home Economics, Iowa State University and by Mrs. Alice M.V. Myers, Executive Director, Y.W.C.A., Des Moines, Iowa. (FP)

VT 006 311
Report of Arrowhead Regional Conference on the Status of Women in Northern Minnesota (Duluth, Minn., July 17, 1964).

Women's Bureau (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 29p.

*WORKING WOMEN; STATUS; EMPLOYMENT PATTERNS; ECONOMIC DEVELOPMENT; *LABOR LAWS; STATE LAWS; WOMENS EDUCATION; *CONFERENCE REPORTS; ECONOMIC CLIMATE; FEDERAL LAWS; LABOR UNIONS
*ARROWHEAD REGIONAL CONFERENCE ON THE STATUS OF WOMEN IN NORTHERN MINNESOTA, DULUTH, MINNESOTA, JULY 17, 1964

A conference conducted under the joint sponsorship of the Arrowhead Council on the Status of Women, the Minnesota Governor's Commission on the Status of Women, and the Women's Bureau, U.S. Department of Labor met to consider the needs and problems of Northern Minnesota working women. Panel discussions, workshops and speeches were all planned so that conference participants would receive current information about the needs of the labor force, particularly females, could assess legislation affecting wages, hours, and similar areas of concern, and could consider how to work towards solving the problems presented. Presentations were: (1) "The Economic Situation of Northern Minnesota," (2) "Developing Our Economic Potential," (3) "Profile of Women Workers in Northern Minnesota," (4) "State Laws Affecting Women Workers in Minnesota," (5) "Federal Laws Affecting Women Workers in Minnesota," (6) "An Employer Looks at Women Workers," and (7) "Organized Labor Looks at Women Workers". Summaries are included of workshops on employment of women, education of women, home and community, and the legal and civil problems of women. Addresses by James Rice on "The Purpose and History of the Governor's Commission on the Status of Women," and by Mary Dublin Keyserling, the principal speaker at the conference, and lists of resource specialists, conference committees, and participating organizations are included. (FP)

VT 006 346 ED 024 791
Employment Opportunities and Competencies Needed in Farm Occupations in Selected Counties in Kentucky.

Kentucky State Dept. of Education, Frankfort. Div. of Vocational Agricultural Education
Kentucky Research Coordinating Unit, Lexington
EDRS PRICE MF-$0.50 HC-$4.15
Pub Date - Mar68 81p.

*EMPLOYMENT OPPORTUNITIES; *FARMERS; *FARM OCCUPATIONS; *JOB SKILLS; *EDUCATIONAL NEEDS; AGRICULTURAL PRODUCTION; INDIVIDUAL CHARACTERISTICS; ANIMAL SCIENCE; PLANT SCIENCE; FARM MANAGEMENT; AGRICULTURAL ENGINEERING; SOIL SCIENCE; FARM STRUCTURES; OCCUPATIONAL SURVEYS
KENTUCKY

To identify present and emerging farm occupations and necessary competencies, personal interviews were conducted by teachers of agriculture with a random sample of 329 farm operators in 11 selected counties in Kentucky. Slightly more than 75 percent of the operators interviews were owners living on a farm. Some population characteristics were: (1) 49.2 percent of the operators managed 151 to 300 acres, (2) The median turnover of operator-owners was 20 years, and (3) 18 percent of the operators completed some education beyond high school and 8 percent completed 4 years of college. The relative importance of competencies was determined in the six subject matter areas of (1) animal science, (2) plant science, (3) farm business management and marketing, (4) agricultural mechanics, (5) farmstead buildings, fences, and water systems, and (6) soil and soil management. The most important areas of agricultural knowledge for farm operators and foremen were agricultural mechanics, and soil and soil management. The livestock herdsmen ranked animal science and agricultural mechanics as important areas of knowledge. (DM)

VT 006 357 ED 024 792
Dillon, Roy D.; Horner, James T.
Occupational Commonalities: A Base for Course Construction. Paper No. 2219, Journal Series.

Nebraska Agricultural Experiment Station, Lincoln
EDRS PRICE MF-$0.25 HC-$0.80
Pub Date - 14p.

*VOCATIONAL EDUCATION; *EMPLOYMENT QUALIFICATIONS; *JOB SKILLS; CURRICULUM DEVELOPMENT; PROGRAM PLANNING; EMPLOYMENT STATISTICS; *LABOR FORCE; OCCUPATIONAL CLUSTERS; STATE SURVEYS; EMPLOYERS; EDUCATIONAL NEEDS
NEBRASKA

To determine competencies and activities used by workers in a cross section of the statewide labor force, data were obtained from a random sample of 1,500 employed persons drawn from 14 purposively selected index counties in Nebraska. An interview-questionnaire procedure yielded an 87.7 percent response to a checklist of 144 activities, duties, and areas of knowledge. Additional data were obtained concerning functions of the businesses in which the workers were employed and prerequisites for their jobs, including educational requirements. When placed in a major occupational group based upon their major job requirements, 33.5 percent were in agricultural jobs on and off the farm, 22.4 percent in professional and managerial jobs, 15.6 percent in clerical and sales, 13.8 percent in services, and 3.3 percent in unskilled jobs. Of the 144 activities and knowledge areas on the checklist, 11 were checked as used by more than 50 percent of the respondents, 5 by 40 to 50 percent of the respondents, and 27 by 33 to 40 percent of the workers. Activities with 33 percent or more response were viewed as common components for vocational course instruction. Recommendations included an interdisciplinary approach across vocational subject areas in basic courses with persons moving into specialized vocational courses for the more specific and advanced competencies required. (DM)

VT 006 365 ED 023 852
deWolff, Pieter And Others
Wages and Labour Mobility; A Report by a Group of Independent Experts on the Relation Between Changes in Wage Differentials and The Pattern of Employment with a Foreword on the Implications of the Study for Income Policy.

Organisation for Economic Co-Operation and Development, Paris (France)
EDRS PRICE MF-$1.00 HC-$12.55
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($9.00).
Pub Date - Jul65 249p.

*WAGES; *EMPLOYMENT PATTERNS; SALARIES; *OCCUPATIONAL MOBILITY; LABOR TURNOVER; *LABOR ECONOMICS; LABOR SUPPLY; EMPLOYMENT LEVEL; INDUSTRY; *FOREIGN COUNTRIES; RELOCATION
BELGIUM; CANADA; FRANCE; GERMANY; ITALY; NETHERLANDS; NORWAY; SWEDEN; UNITED KINGDOM; UNITED STATES

To determine the relationship between wage structure and employment pattern, available evidence on changes in relative earnings and in relative numbers employed were surveyed for periods up to 15 years in 10 countries: Belgium, Canada, France, Germany, Italy, the Netherlands, Norway, Sweden, the United Kingdom, and the United States. Some findings were: (1) Industrial, occupational, regional wage rankings and wage differentials have been quite stable over relatively long periods of time, (2) Job turnover rates tend to be high where pay is low, and vice versa, and (3) Industry earnings averages appear to be related to the degree of concentration and profitability. Some implications were: (1) Wages should not be interpreted as having a causal relationship with a changing pattern of employment, (2) A period of rising wages puts pressure on declining industries and occupations to release workers, and (3) Substantial wage raises are necessary to remedy the position of workers who are recognized as underpaid in their occupation. Changes in relative earnings may improve allocative efficiency in (1) attracting labor to remote regions, (2) reducing labor turnover, (3) preventing attrition of employees for which long training periods are required, and (4) attracting qualified people in newly emerging professional occupations. (DM)

VT 006 374 ED 023 853
Occupational Employment Statistics--Sources and Data.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.65
Pub Date - Jun66 91p.

*STATISTICAL DATA; *LABOR FORCE; EMPLOYMENT LEVEL; *OCCUPATIONAL SURVEYS; *NATIONAL SURVEYS; *INFORMATION SOURCES

Data on national employment for individual occupations and for selected industries are compiled. Short descriptions of the data sources are also given. Sections are titled (1) Occupational Data Based on Monthly Surveys of Households, (2) Occupation by Industry Statistics from Population Censuses, (3) Occupational Employment Data from Professional Societies, (4) Occupational Employment Data from Surveys of Employers, (5) Occupational Employment Data from Federal Regulatory Agencies, (6) Occupational Employment Data from the Federal Government, (7) Occupational Data from Wage Surveys, and (8) Local Area Occupational Information. Twenty tables give national employment data as reported from these several sources. The appendix contains tabular data for national employment in 1960-65 which was derived from sources other than the decennial census. (EM)

VT 006 377 ED 023 854
Manpower Problems in the Service Sector. Background Report for a Trade Union Seminar. International Seminar 1966-2.

Organisation for Economic Co-Operation and Development, Paris, (France)
EDRS PRICE MF-$0.50 HC-$6.30
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($2.30).
Pub Date - 67 124p.

SEMINARS; *SERVICES; SERVICE OCCUPATIONS; LABOR ECONOMICS; ECONOMICS; *INDUSTRY; ECONOMIC FACTORS; ECONOMIC PROGRESS; LABOR FORCE; *EMPLOYMENT PROBLEMS; EMPLOYMENT LEVEL; EMPLOYMENT OPPORTUNITIES; *FOREIGN COUNTRIES; TECHNOLOGICAL CHANGE; EMPLOYMENT TRENDS; LABOR MARKET; LABOR UNIONS; GOVERNMENT ROLE; *POLICY; PUBLIC POLICY; WAGES; RECRUITMENT; VOCATIONAL EDUCATION; WORKING HOURS
EUROPE

The papers and discussion at an international seminar of manpower and labor experts are summarized by G. Bowen Thomas. An interpretative essay, "Manpower Problems of An Expanding Sector," by Solomon Barkin, is also included. The seminar was designed to fill the information gap and to stimulate investigations concerning common manpower and labor problems of the entire services sector and the distinctive problems in its various branches. The services sector of the economy consists of those diverse activities which are not embraced within the primary or natural resource sector nor in manufacturing. Some highlights concerning the services sector are: (1) The demand for an increasing number of services often cannot be met by the market mechanism, due to consumer unwillingness to pay the price demanded, and increasing governmental intervention and initiative has become necessary, (2) The desire for better services for longer periods of time has resulted in the use of far more married women and part-time labor, (3) An ever-changing pattern of services implies the need for a more fluid and mobile labor force with wider and more flexible skills, and (4) The need for improved training, recruitment, and educational standards for entry workers is imperative. Data needs and directions for research are discussed. (ET)

VT 006 379 ED 024 793
Barkin, Solomon
Technical Change and Manpower Planning: Co-Ordination at Enterprise Level. Industrial Relations Aspects of Manpower Policy 4.

Organisation for Economic Co-Operation and Development, Paris, (France)
EDRS PRICE MF-$1.25 HC-$14.55
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($5.50).
Pub Date - 67 289p.

*TECHNOLOGICAL ADVANCEMENT; *MANPOWER UTILIZATION; *ADMINISTRATIVE POLICY; ADMINISTRATIVE PROBLEMS; FIELD STUDIES; *ORGANIZATIONAL CHANGE; *FOREIGN COUNTRIES; VOCATIONAL ADJUSTMENT; MANPOWER DEVELOPMENT; MANPOWER NEEDS; INDUSTRY; MANAGEMENT; INDUSTRIAL STRUCTURE; PLANNING
AUSTRIA; CANADA; FRANCE; FEDERAL REPUBLIC OF GERMANY; NORWAY; SWEDEN; UNITED KINGDOM

The 29 case studies in this report seek to define the policies and practices followed by firms in programing technological change and manpower adjustments. The purpose of the report is to make these policies and practices more broadly known and to extend the range of effective adjustments provided by individual managements. The inquiries were conducted and reports prepared through the use of a "Guide for Case Analysis" (appended to the introduction) which was developed by the participating countries including Austria, Canada, France, The Federal Republic of Germany, Norway, Sweden, The United Kingdom, and The United States. The cases were selected to represent a wide variety of types of changes, industries, and firms. Representative case studies are (1) "Integrating Two Foundries" (Austria), (2) "Introduction of Electronic Data Processing in a Canadian Insurance Company," (3) "Concentration in a Nationalized Industry" (France), (4) "Data Processing and Manpower Savings in Public Administration" (Federal Republic of Germany), (5) "Rationalisation of the Norwegian Customs Service," (6) "Administrative Reorganisation of the Swedish State Railways," (7) "Modernisation and Shift Work in a Cotton Mill" (United Kingdom), and (8) "Halving the Work Force in a United States Petroleum Refinery." (HC)

VT 006 380 ED 025 617
Touraine, Alain, And Others
Workers' Attitudes to Technical Change: An Integrated Survey of Research. Industrial Relations Aspects of Manpower Policy 2.

Organisation for Economic Co-Operation and Development, Paris (France)
EDRS PRICE MF-$0.75 HC-$8.25
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($6.50).
Pub Date - 65 163p.

*EMPLOYEE ATTITUDES; *WORK ATTITUDES; *TECHNOLOGICAL ADVANCEMENT; *ENVIRONMENTAL INFLUENCES; SOCIAL INFLUENCES; SOCIAL CHANGE; WORK ENVIRONMENT; ADMINISTRATIVE ORGANIZATION; ADMINISTRATIVE POLICY; JOB SATISFACTION; INDUSTRIAL STRUCTURE; *FOREIGN COUNTRIES

Methods for encouraging positive worker attitude and behavior toward change were examined to provide a basis for re-evaluation of current policies and programs relating to introduction of technological changes. The literature reviewed is presented in sections of: (1) "The Worker and the Occupational System," by Claude Durand, (2) "The Worker and the Organisational System," by Alfred Willener, (3) "The Worker and the Decision-Making System," by Alain Touraine, and (4) "The Worker and the Community," by Daniel Pecaut. Some general conclusions were: (1) A change is rarely an event which can be isolated, (2) It is difficult to separate changes in work from evolution of work, or attitudes toward change from changes in attitudes, (3) Industrial evolution involves a greater autonomy by workers of the problems of execution, organization, and direction of work, (4) The study of workers' attitude with regard to change is inceptible to a more general analysis of policies of management, and (5) The nature, causes, and consequences of a change should be known by all those who undergo or participate in it. A 13-page bibliography is included. (DM)

VT 006 383 ED 024 794
Economic Background to Manpower Planning and Control.

Bureau of Labor Statistics (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.10
Pub Date - Oct67 20p.; Presentation at the American Management Association's Course on Manpower Planning and Control in New York City on October 9, 1967.

*EMPLOYMENT STATISTICS; *EMPLOYMENT PROJECTIONS; *EMPLOYMENT PATTERNS; *EMPLOYMENT TRENDS; *LABOR FORCE; INDUSTRIAL STRUCTURE; YOUTH EMPLOYMENT; UNEMPLOYMENT; EDUCATIONAL BACKGROUND; OCCUPATIONAL SURVEYS

Tables and charts developed by the Bureau of Labor Statistics of the U.S. Department of Labor illustrate: (1) trends in employment, (2) proportion of workers in white collar, blue collar, service, and farm jobs, (3) membership in unions, (4) areas of rapid job growth, (5) percent change in employment by industry, (6) occupational trends, (7) employment projections, (8) population projections, (9) trends in unemployment, (10) youth profile, (11) nonwhite population trends, (12) proportion of young men out of school and not working, (13) education completed by employed persons, (14) unemployment rate by years of school completed, (15) relation of educational attainment to color and income, (16) nonwhite employment by occupation, and (17) projected labor force changes by age. (CD)

VT 006 390 ED 024 795
Manpower Research Institutional Grant Program: Progress Report for July 1, 1966-June 30, 1967.

Manpower Administration, (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.15
Pub Date - Aug67 21p.

*RESEARCH PROJECTS; *MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; *MANPOWER NEEDS; JOB MARKET; LABOR FORCE; EMPLOYMENT PROBLEMS; PROGRAM DEVELOPMENT; VOCATIONAL EDUCATION
MANPOWER DEVELOPMENT AND TRAINING ACT; MDTA; *MANPOWER INSTITUTIONAL GRANT PROGRAM

Continuing programs in the field of manpower research were originated at seven educational institutions to utilize the resources of universities to investigate problems of unemployment, under-utilization of workers, labor force requirements and resources, and vocational training. At Oklahoma State University, studies underway include an investigation of the post-high school vocational-technical system and programs available to Oklahoma City dropouts. Iowa State University is exploring research in health manpower needs of non-metropolitan areas, components of effective supervision, and job vacancies in Iowa industry. Virginia State College at Norfolk is giving special attention to under-utilization of the labor force. Atlanta University is investigating counseling and employment experiences of high school students. North Carolina State University investigations include the lifetime allocation of leisure, income, and work, teenage choices between labor force and school participation, and the job market for college teachers. Temple University is investigating labor force non-participation of men in urban slum areas, and job opportunities, in-migrants, and local manpower programs in Philadelphia. The University of Maine has as its major research objective the under-utilization and inelasticity of the labor force within different areas of the state. (DM)

VT 006 391
Mesics, Emil A.
Training and Education for Manpower Development; An Annotated Bibliography on Education and Training in Organizations. Bibliography Series No. 7.

New York State School of Industrial and Labor Relations, Ithaca
MF AVAILABLE IN VT-ERIC SET.
New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850 ($1.50).
Pub Date - Dec64 107p.

*ANNOTATED BIBLIOGRAPHIES; *LITERATURE REVIEWS; VOCATIONAL EDUCATION; *INDUSTRIAL TRAINING; SUPERVISORY TRAINING; MANAGEMENT DEVELOPMENT; TRAINING TECHNIQUES; PROGRAM EVALUATION; AUDIOVISUAL AIDS

Titles representing substantive and basic information about formal training in organizations which were available in the Library of the New York State School of Industrial and Labor Relations through the end of 1963 are included in this annotated bibliography. The 474 entries are grouped under the categories Training--General Work Skill Training, Technical and Vocational Training, Supervisory Training, Management Inventory and Executive Development, Training Techniques and Methods, Audio-Visual Aids, Training Evaluation, and Bibliographies. An author index is included. (DM)

VT 006 463
Licensed Dental Hygienists in Iowa.

Iowa Board of Dental Examiners
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct67 6p.

*HEALTH OCCUPATIONS EDUCATION; *DENTAL HYGIENISTS; *PROFESSIONAL EDUCATION; *OCCUPATIONAL SURVEYS; WORK EXPERIENCE; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT PATTERNS
IOWA

One hundred forty of 154 Iowa hygienists replied to the survey conducted by the State Board. Of the total 154, four-fifths completed their training after 1955 and three-fourths received their bachelor's degrees or certificates from the State University of Iowa. Sixty-seven of the responding hygienists worked in dental offices 4 to 54 hours in a typical week, or an average of 28.6 hours. Six were employed in the state university dental hygiene school and eight were employed by other governmental agencies, including public school systems and the Veterans Administration. The remainder were inactive. All respondents who reported an income indicated they earned $5,000 or more annually but only one reported earnings in excess of $7,500. Replies indicated that 74 percent of the aggregate hours worked by the hygienists were spent in performing oral prophylaxis, 9 percent in other clinical service, 8 percent in patient education, 6 percent in office management, and 3 percent in dental assisting tasks. Iowa's 154 hygienists were concentrated geographically and only 42 of 99 counties had at least one active or inactive hygienist. While the median age was 28.6, professional activity diminished between 25 and 34 and increased among hygienists 35 and over. Only 13 percent of responding hygienists were single. (JK)

VT 006 470 ED 023 857
Mayer, Leon Albert
Occupational Education for Meat Inspection and Laboratory Animal Caretaker Jobs.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 243p.

*AGRICULTURAL EDUCATION; ANIMAL SCIENCE; JOB SKILLS; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL SURVEYS; EMPLOYER ATTITUDES; *FOOD INSPECTORS; *ANIMAL CARETAKERS; DOCTORAL THESES
ILLINOIS

To determine educational requirements and opportunities for employment, 60 representatives of animal laboratories and meat inspection agencies were interviewed in a 30-county area in northern Illinois. The chi-square test, analysis of variance test, and Pearson product moment correlation were utilized to conclude that: (1) Substantial opportunities were available and educational programs were needed for laboratory animal caretakers and meat inspectors, (2) 63 items of competency were needed by new workers in laboratory animal caretaker jobs and 12 additional items by experienced workers, (3) 51 items of competency were needed by new workers in meat inspection jobs and 10 additional items by experienced workers, (4) On-the-job training was recommended as the most appropriate way of developing competencies, (5) 23 common competencies were identified for new workers and 21 common competencies for experienced workers, and (6) Respondents with more education and tenure tended to rate competencies higher. Courses and course content were recommended for: (1) a high school program to prepare workers for new jobs, (2) a post-high school program to prepare persons for supervisory jobs, and (3) adult education programs for in-service training. This thesis was presented to the University of Illinois in fulfillment of the Ed.D. degree. (DM)

VT 006 578 ED 023 861
State Licensing of Health Occupations. PHS Pub-1758.

Public Health Service, Washington, D.C. National Center for Health Statistics
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.102:L61, $1.25).
Pub Date - 68 179p.

*CERTIFICATION; *HEALTH OCCUPATIONS; ORGANIZATION; POLICY; *STATE LICENSING BOARDS; STATISTICAL DATA; PROFESSIONAL EDUCATION; HEALTH OCCUPATIONS EDUCATION; *NATIONAL SURVEYS; QUESTIONNAIRES

About 25 health professions and occupations are licensed by one or more states according to the survey of state licensing provisions by the National Center for Health Statistics. Data is presented in 22 chapters on the licensure of administrators, chiropractors, clinical laboratory personnel, dental hygienists, dentists, professional engineers, midwives, naturopaths, practical nurses, professional nurses, opticians, optometrists, pharmacists, physical therapists, psychologists, "doctors of medicine," "doctors of osteopathy," podiatrists, radiologic technologists, sanitarians, social workers, and veterinarians. Information includes occupations licensed by each state, trends in occupational licensing, compulsory versus voluntary acts, organizational patterns of licensure responsibility, composition of licensing board, powers and duties of licensing boards, qualifications for initial licensure, state policies with regard to special licensing, and licensure statistics; an 18 page summary is arranged under these headings. There are 127 tables and a sample questionnaire is included in the appendix. (JK)

VT 006 605 ED 023 864
Manpower Planning and Forecasting, Proceedings of the Annual Research Conference (10th, Beverly Hills, California, April 10-11, 1967).

California Univ., Los Angeles. Inst. of Industrial Relations
EDRS PRICE MF-$0.50 HC-$3.60
Institute of Industrial Relations, University of California, Los Angeles, California 90024 ($1.00).
Pub Date - 68 70p.; Proccedings of the Annual Research Conference (10th, Beverly Hills, California, April 10-11, 1967).

*CONFERENCE REPORTS; MANPOWER UTILIZATION; *TECHNOLOGICAL ADVANCEMENT; *AUTOMATION; AEROSPACE INDUSTRY; *MINORITY GROUPS; *MANPOWER DEVELOPMENT; GOVERNMENT ROLE; EMPLOYMENT PROJECTIONS; INDUSTRY
CALIFORNIA; *ANNUAL RESEARCH CONFERENCE, BEVERLY HILLS, CALIFORNIA, APRIL 10-11, 1967

Five conference papers covering research studies and problems related to effective utilization of manpower in southern California are presented. "The Impact of Technological Change on Employees in the Southern California Aerospace Industry," by Paul Prasow, reports a longitudinal study of social and psychological adjustment factors related to automation of machine tools and data processing in the aerospace industry. "The Minority Group Employee" by William H. Reynolds summarizes a study of Negro employees in Los Angeles. "Problems of Industrial Organizations in Manpower Planning and Forecasting," by Ben H. White, discusses manpower planning activities dealing with the "business planning--industrial relations interface" and problems of identifying manpower requirements, developing a plan, allocating resources and initiating implementation actions. "The Role of Government in Effective Manpower Planning and Forecasting," by Paul W. Little, describes the Cooperative Area Manpower Planning System, which seeks to establish interagency area planning units in 70 labor markets. "'Communities' and the Death of Manpower Planning," by Monroe E. Price, analyzes the fragmentation of manpower planning among social and economic groups and organizations. (EM)

VT 007 260 ED 023 017
Wedderburn, Dorothy
Enterprise Planning for Change; Co-Ordination of Manpower and Technical Planning. Industrial Relations Aspects of Manpower Policy, No. 5.

Organisation for Economic Co-operation and Development, Paris (France)
EDRS PRICE MF-$0.75 HC-$7.10
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 ($2.50).
Pub Date - 68 140p.

*TECHNOLOGICAL ADVANCEMENT; *MANPOWER UTILIZATION; *ADMINISTRATIVE POLICY; ADMINISTRATIVE PROBLEMS; *FOREIGN COUNTRIES; *ORGANIZATIONAL CHANGE; VOCATIONAL ADJUSTMENT; MANPOWER DEVELOPMENT; MANPOWER NEEDS; FIELD STUDIES; INDUSTRY; MANAGEMENT; INDUSTRIAL STRUCTURE; PLANNING
AUSTRIA; CANADA; FRANCE; GERMANY; NORWAY; UNITED KINGDOM; UNITED STATES

Forty case studies made by research teams of independents or governmental agencies in Austria, Canada, France, Germany, Norway, Sweden, United Kingdom, and the United States were analyzed to provide managements and trade unions with illustrations of present systems of technical and manpower changes at the enterprise level and to describe the methods used. The material (1) draws upon a general body of literature dealing with the manpower aspects of technical change for comparison with the case studies, (2) analyzes the various types of economic change which confronted the firms and organizations, (3) studies the organizational forms of manpower planning and assesses their relevance to the problems which arose, (4) discusses the various adjustment procedures which were used, and (5) considers the role of worker consultation in manpower planning. It was concluded that procedures for coordination of technical change are possible without undue interference or costly adaptation programs and are necessary to prevent losses in production and overhead costs. The coordination should be organized in advance and on a long-term basis rather than improvised as the need arises. The appendix contains 29 case studies which are presented in "Technical Changes and Manpower Planning: Coordination at Enterprise Level," VT 006 379 (ARM Summer 1969). (HC)

EVALUATION AND MEASUREMENTS SECTION

VT 000 778
Trade and Industrial Education Program Analysis Questionnaire.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service
MF AVAILABLE IN VT-ERIC SET.
MIS-13
Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($.75).
Pub Date - 66 38p.

*PROGRAM EVALUATION; *TRADE AND INDUSTRIAL EDUCATION; *TEACHER EVALUATION; *STUDENT EVALUATION; SECONDARY SCHOOLS; *EVALUATION CRITERIA; CHECK LISTS
OHIO

In order to have an instrument to evaluate trade and industrial education programs in Ohio, a supervisors' workshop group in 1950-51 determined that Section D-10 of "Evaluating Criteria," prepared by the Cooperative Study of Secondary School Standards, should be modified. The results of this effort are presented in the form of instructions and evaluative checklists for organization, nature of offerings, physical facilities, instructional staff, instructional activities, instructional aids and materials, and methods of student progress evaluation. Committees may use these program evaluation criteria as a guide in local evaluation of vocational programs in secondary schools. (EM)

VT 001 530
Nurse Aide Training.

Stanislaus County Multi-Occupational Adult Retraining Project, Modesto, Calif.
MF AVAILABLE IN VT-ERIC SET.
Adult Division, Modesto Junior College, Modesto, California 95350.
Pub Date - May66 16p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; PROGRAM DEVELOPMENT; CURRICULUM DEVELOPMENT; *PROGRAM DESCRIPTIONS; *ADULT VOCATIONAL EDUCATION; PROGRAM EVALUATION; VOCATIONAL FOLLOWUP
STANISLAUS COUNTY MULTI-OCCUPATIONAL ADULT RETRAINING PROJECT; MODESTO; CALIFORNIA

Designed to prepare adult trainees to assist the professional staffs in nursing homes, convalescent homes, and retirement centers, the program developed by college personnel was based upon an outline prepared by representatives of professional associations and the State Department of Health, Welfare, and Education. It began on a five week basis but with the fifth class, began to operate six hours a day for ten weeks. The major phases were: (1) classroom lectures and demonstrations during weeks one through three, (2) clinical work at the State Hospital during weeks four and five, (3) three days in the classroom and two days on field trips during the sixth week, and (4) three days in nursing homes and two days in the classroom during weeks seven through ten. The curriculum centered about: (1) patient care including such activities as admitting and discharging patients, taking temperature and pulse, taking blood pressure, bathing patients, bed-making, specimen collection, and assisting patients to eat and move about, and (2) room and equipment care. Attitudes, personal hygiene, and effective communications are stressed. The teacher was a registered nurse with 33 years of experience including supervision and administration. The 134 students enrolled in the nine classes ranged in age from 18 to 58 with an average age of 35 and an average of nine years of education. At the time of enrollment they had been unemployed, working less than full time, or working at a skill below their ability levels. Selection standards were established by the Department of Employment and the school with screening handled by the Department and including components of the General Ability Aptitude Test Battery as well as personal evaluation by the counselor. Sixty-four of the 121 graduates reported that they were employed at the time of follow-up. (JK)

VT 001 723
Havener, Charles Paul
Part-Time Cooperative Industrial Education as Viewed by Cooperating Employers in Ames, Marshalltown and Newton. (Master of Education Theses).

Iowa State Univ. of Science and Technology, Ames
Iowa Dept. of Public Instruction, Des Moines. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 49p.

*COOPERATIVE EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *STUDENT EVALUATION; *EMPLOYER ATTITUDES; MASTERS THESES; QUESTIONNAIRES; STUDENT CHARACTERISTICS; *PROGRAM EVALUATION
IOWA

Data were collected during 64 personal interviews with cooperating employers for these purposes: (1) to identify characteristics displayed by student, (2) to identify skills demonstrated by students, (3) to identify significant strengths or weaknesses of the program, and (4) to reveal suggested procedures for increasing program effectiveness. The employers were asked to rate students, whom they had trained in the past five years, on a 6-point scale for 19 personal characteristics and 16 skill-related items. Highest ranking weighted scores for personal characteristics were given to: (1) loyalty, (2) choice of language, (3) other's safety, (4) other's feelings, and (5) cheerfulness. Highest ranking weighted scores for skills were given to: (1) familiarity with equipment at last of period, (2) composition of written reports, (3) vocabulary at last of period, (4) selection of tools and equipment, and (5) safety. These rankings indicate the personal characteristics and skills which received the best ratings by employers. This Masters Thesis was submitted to the Iowa State University of Science and Technology. (EM)

VT 001 898
Manual for Institutional Self-Study - Community Colleges, Technical Institutes, Industrial Education Centers.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 36p.

EVALUATION; FACULTY; PROGRAM EVALUATION; *SELF EVALUATION; *EVALUATION METHODS; *COMMUNITY COLLEGES; *EDUCATIONAL OBJECTIVES; ACCREDITATION (INSTITUTIONS); ACADEMIC STANDARDS; TECHNICAL INSTITUTES; VOCATIONAL TRAINING CENTERS; *ADMINISTRATIVE ORGANIZATION; FINANCIAL SUPPORT; FACILITIES; STUDENT PERSONNEL PROGRAMS
NORTH CAROLINA

This manual for self-evaluation assists the institution not only in examining its purposes and educational activities, but also in determining the modifications that may be needed to serve its people more effectively. The institution desiring to meet accrediting agency requirements should contact the specific agency prior to initiating the study. The administrators and faculty members work cooperatively to learn more about their institution, whether it be an industrial education center, a technical institute, or a community college. This institutional self-study is a comprehensive study designed to determine how the institution may achieve its role more effectively through its resources, faculty, students, and program. An outline is given of procedures to be followed in completing the self-examination for which about one year is required. If striving to meet accrediting requirements, a visiting committee will be invited to spend time on the site to evaluate the institution. Suggestions in detail given for self study include these aspects: (1) The Purpose of the Organization, (2) Organization and Administration, (3) Financial Resources, (4) Educational Programs, (5) Faculty, (6) Library, (7) Student Personnel, and (8) Physical Plant. The appendix includes forms for enrollment information, academic preparation of the faculty, and library information. (MS)

VT 001 902
Evaluative Criteria for Vocational Agriculture Programs.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 12p.

*VOCATIONAL AGRICULTURE; *PROGRAM EVALUATION; *EVALUATION CRITERIA; *EDUCATIONAL OBJECTIVES; SELF EVALUATION; *RATING SCALES

Based upon vocational agriculture program objectives, this formal evaluative instrument is designed for use in self appraisal by teachers or for identification of strengths and weakness by administrators, advisory committees, and state staffs. The instrument includes separate pages for eight major program segments: (1) Organization, (2) Nature of Offerings, (3) Physical Facilities, (3) Instructional Staff, (5) Instructional Activities, (6) Instructional Materials, (7) Method of Evaluation, and (8) Outcomes. Space is provided for the recording of special characteristics and a summary of evaluation. Specific procedures for use of the instrument are described. (JM)

VT 002 436 ED 025 587
Evaluation in Vocational Education. Research Summary.

California Coordinating Unit for Occupational Research and Development, Sacramento
EDRS PRICE MF-$0.50 HC-$4.15
Pub Date - 67 81p.

*PROGRAM EVALUATION; *VOCATIONAL EDUCATION; *RESEARCH REVIEWS (PUBLICATIONS); *BIBLIOGRAPHIES; OCCUPATIONAL GUIDANCE; TEACHING METHODS; EVALUATION NEEDS; RETRAINING; ADULT VOCATIONAL EDUCATION; AGRICULTURAL EDUCATION; BUSINESS EDUCATION; INDUSTRIAL ART EDUCATION; TRADE AND INDUSTRIAL EDUCATION; *EVALUATION TECHNIQUES; FEDERAL PROGRAMS; MANPOWER DEVELOPMENT; CURRICULUM EVALUATION

Due to rapid industrial and technological developments, evaluation of vocational education programs must be a continuous process. The product to be evaluated is an educated youth capable not only of entry into the labor market, but also of persisting and progressing in the occupation. Capsulated descriptions of evaluation research on vocational education programs are presented in: (1) Retraining Projects, (2) Agricultural Education, (3) Business Education, (4) Industrial Arts and Trade and Industrial Education, (5) Vocational Guidance, (6) Adult Education, (7) Teaching Methods, (8) Teaching Machines and Program Instruction, and (9) General Curriculum. The document also contains a comprehensive bibliography of books, dissertations, journals, bulletins, and research reports. (FP)

VT 004 176 ED 022 861
Reynolds, Harris W., And Others
Evaluative Criteria for Vocational Technical Programs.

Pennsylvania State Dept. of Public Inst., Harrisburg. Bur. of Curriculum Planning and School Evaluation
EDRS PRICE MF-$0.75 HC-$6.85
Pub Date - 67 135p.

EVALUATION TECHNIQUES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *EVALUATION CRITERIA; *SELF EVALUATION; *STATE PROGRAMS; *PROGRAM EVALUATION; CHECK LISTS
PENNSYLVANIA

Evaluation must be an integral part of the educational process concerned with the continuing development of better procedures and techniques for measuring outcomes of the educational program. The best evaluation is carried on by the local school district as self-evaluation. The manual provides forms for self-evaluation of vocational-technical school programs in the areas of administration, school plant (physical facilities), school library, student activities, guidance, agriculture, business education, distributive education, home economics, technical and industrial education, and general shop-laboratory. The criteria in each area is listed with a 3-point rating scale and a space for explanatory notes. The self-evaluation process should be directed by a steering committee and involve the entire staff of the vocational-technical school. Each staff member should serve on a sub-committee in addition to completing a self-evaluation form in his own area. The steering committee should be responsible for developing a final report from sub-committee reports. As a result of the evaluation, in-service programs should be instituted to bring about the indicated needed improvements. Procedures for evaluations conducted by the Pennsylvania Department of Public Instruction, Division of Evaluation are included. (HC)

VT 004 561
Householder, William Allen
An Evaluation of Work Experience Programs as an Element of Agricultural Education in a Panamanian School of Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilm, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-14, 231, $3.00 microfilm, $6.00 xeroxed).
Pub Date - 65 112p.

*AGRICULTURAL EDUCATION; *WORK EXPERIENCE PROGRAMS; *VOCATIONAL FOLLOWUP; GRADUATE SURVEYS; HIGH SCHOOL GRADUATES; *PROGRAM EVALUATION; HIGH SCHOOLS; SURVEYS; EMPLOYER ATTITUDES; PROGRAM ATTITUDES; JOB SATISFACTION; PROGRAM EFFECTIVENESS; PARTICIPANT SATISFACTION; DOCTORAL THESES
*NATIONAL SCHOOL OF AGRICULTURE; PANAMA

Data were collected from 100 of 121 Panamanian graduates of the National School of Agriculture since 1960 and 36 of 51 of their employers to determine the effectiveness of individual work experience programs at the National School of Agriculture at Divisa, Panama. The graduate questionnaire included a job satisfaction scale and an experience rating scale. Graduates compared new individual work experiences introduced into the instructional program since 1958 with the traditional agricultural field practices and academic experiences. The employer questionnaire included a series of agreement-disagreement statements which ascertained employer reaction about the school. The graduates' mean rating scores of their individual work experiences were significantly higher than mean scores for either the traditional vocational or the academic experiences.

Graduates rated individual experiences consistently higher than group experiences. The graduates were more dissatisfied with their job than the average United States worker but less dissatisfied than workers in Mexico and European countries. Panamanian agricultural leaders emphasized the need for more skill training in agricultural production and industrialization, and they believed there should be more opportunities for adult farmer education. This Ph.D. thesis was submitted to Michigan State University. (WB)

VT 004 571
Baines, Thomas E.
The Effectiveness of a Distributive Education Preparatory Course on Student Progress in Distributive Education II.

Newport News Public Schools, Va.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 13p.

*DISTRIBUTIVE EDUCATION; *COMPARATIVE ANALYSIS; *PREVOCATIONAL EDUCATION; *COURSE EVALUATION; PERFORMANCE; STUDENT CHARACTERISTICS; STUDENT EVALUATION; HIGH SCHOOLS

The purpose of this study was to determine the effects of a preparatory course, Distributive Education I, on student interest, achievement, job placement and job performance in a Distributive Education II course. Eight sections of students (171) enrolled in the Distributive Education II Cooperative Program, 11th grade, in the six high schools of Newport News, Virginia, during the 1966-1967 school year were involved in this study. The experimental group were those students who took Distributive Education I and the control group were those students who did not. Some of the findings were: (1) The percentage of students who withdrew in the experimental group was 7.5 percent less than for the control group, (2) The vocational interests of students were significantly alike for both male and female students, (3) The vocational interests of male students gave a negative correlation and a high positive correlation for female students in both groups, (4) There were no significant mean differences between experimental and control group in the Achievement Survey Test, teacher marks, the time the students were recommended for job placement, or ratings on the Student Progress Report, but significant mean differences were found within the two groups. (MM)

VT 004 573 ED 022 873
Bell, Arthur P.
Characteristics and Performances of High School Graduates and Non-Graduates in One-Year Programs in the Community College System of Institutions in North Carolina.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-10,451, microfilm $3.00, xeroxed $8.80).
Pub Date - 66 185p.

*HIGH SCHOOL GRADUATES; *DROPOUTS; POST SECONDARY EDUCATION; *STUDENT CHARACTERISTICS; *ACADEMIC PERFORMANCE; COMMUNITY COLLEGES; *VOCATIONAL EDUCATION; COMPARATIVE ANALYSIS; STATE SURVEYS
NORTH CAROLINA

A sample of 622 high school graduates and 383 nongraduates enrolled in 13 different vocational curriculums in 12 post-high school institutions of less than baccalaureate degree level was studied to compare their characteristics and performance after completing 1-year program. Data were taken from school records on file at the institutions. Some findings were: (1) The high school graduates were younger than the nongraduates, (2) More females than males had graduates from high school, (3) More single students than married students were high school graduates, (4) The graduates made higher scores on seven of nine aptitude tested, (5) The graduates spent less time in training to complete their programs and achieved higher grades, (6) Females made higher grades than males, (7) The married students made higher grades than the single students, and (8) There were no significant relationships between area of residence, military service, and employment status at the time of application for enrollment and the grades achieved. This Ed.D. thesis was submitted to The Pennsylvania State University. (EB)

VT 004 965
Easley, John Jr.
Evaluation Problems of the UICSM (University of Illinois Committee on School Mathematics Curriculum Project).

Illinois Univ., Urbana. Coll. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 39p.; Presented at the National Seminar for Research in Vocational Education, May 16-20, 1966.

*CURRICULUM EVALUATION; *RESEARCH PROBLEMS; *MODERN MATHEMATICS; *EVALUATION NEEDS; *EDUCATIONAL STRATEGIES

The four major aspects of the project's research and development effort are: (1) course design and textbook production, (2) evaluation and psychological research, (3) teacher education, and (4) the operation of an experimental mathematics program in secondary schools. Evaluation techniques involving classical research techniques or programed instruction have not been suitable for developing an optimum method or an optimum curriculum. Problems relative to formative evaluation stemmed from observer preparation and feedback interpretation of classroom data. Problems relative to summative evaluation stemmed from lack of contemporary test instruments, lack of control in instructional conditions, sampling techniques, and the format of raw data. These problems led to a shift in evaluation efforts from the experimental design to methodological and procedural studies and an attempt to contribute to a discipline of curriculum evaluation. A response to this paper by R.E. Spencer is included. (EM)

VT 004 972 ED 026 469
Statistics in Vocational Rehabilitation.

Vocational Rehabilitation Administration (DHEW), Washington, D.C. Div. of Statistics and Studies
EDRS PRICE MF-$0.50 HC-$4.60
Pub Date - 67 90p.; Proceedings of a Seminar on the Use of Statistics in State Vocational Rehabilitation Agencies, San Francisco State College (November 28-30, 1966).

SEMINARS; *STATISTICS; *MANAGEMENT EDUCATION; *VOCATIONAL REHABILITATION; *STATE AGENCIES; DATA COLLECTION; DATA PROCESSING; DATA ANALYSIS; *CONFERENCE REPORTS; STATISTICAL ANALYSIS; TABLES (DATA)
*SEMINAR ON STATISTICS IN STATE VOCATIONAL REHABILITATION AGENCIES, SAN FRANCISCO, CALIFORNIA, NOVEMBER 28-30, 1966

This seminar was designed for State Vocational Rehabilitation agency managers, who are not professional statisticians, to provide them with an awareness of some of the more easily constructed and useful tabulations of agency data. The 3-day seminar included 39 participants from seven states, Guam, and The Vocational Rehabilitation Administration. The intense and concerted emphasis on cost effectiveness and cost benefits analysis makes it necessary for the state to build a competent statistical system to provide meaningful data for the determination of content through proper reporting and collection techniques, analysis, dissemination, application, and follow-through. Some of the statistical reports discussed during the seminar include the referral caseload, the active caseload, length of time to close cases, historical caseload relationships, acceptance rates by source of referral, and rehabilitation rates by source of referral. Discussion effectively revealed many of the strengths and weaknesses in program operations, and provided a means for measuring the effectiveness of agency policy, program development, and training needs. (HC)

VT 004 994
Cook, Alfred W.; Gaspari, Carole
The Navajo Rehabilitation Project, Pre-Vocational Laboratory. Navajo Rehabilitation Project Technical Report No. 8.

Northern Arizona Univ., Flagstaff
Vocational Rehabilitation Administration (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET. RD-1213-G
Pub Date - 67 37p.

*NAVAHO; VOCATIONAL APTITUDE; ADULT EDUCATION; *EVALUATION METHODS; *VOCATIONAL REHABILITATION; PROGRAM DESCRIPTION
*PROJECT NAVAJO REHABILITATION

The Pre-Vocational Laboratory used work sample techniques, dexterity tests, and other observational methods to evaluate the vocational abilities of the Navajo rehabilitation clients. Because of English language handicaps and different cultural values, the Navajo clients had unique problems in the laboratory situation. They were unfamiliar with many of the tools and machines and the whole concept of evaluation. They had limited work experiences. A final report was made on each client and recommendations were made for placement in training or directly on a job where they would probably experience a success. (MM)

VT 004 995
Gaspari, Carole
Education as a Process of Vocational Evaluation. Navajo Rehabilitation Project Technical Report No. 6.

Northern Arizona Univ., Flagstaff
Vocational Rehabilitation Administration (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET. RD-1213-G
Pub Date - 67 68p.

*NAVAHO; REMEDIAL PROGRAMS; *VOCATIONAL APTITUDE; VOCATIONAL REHABILITATION; *EVALUATION; EDUCATIONAL NEEDS; EDUCATIONALLY DISADVANTAGED; *ADULT EDUCATION
*PROJECT NAVAJO REHABILITATION

The purpose of the Educational Evaluation at the Navajo Rehabilitation Project was to evaluate the functional achievement level and learning ability of the clients. It was found that the actual achievement level of most clients was significantly (.01 level) below the grade they had completed in school. The evaluation of the client was based on achievement test results and subjective rating by the instructor. A written report was made on each client including achievement test scores, classwork, attitudes, and learning ability. Most clients did make some achievement test gains after a short period of remedial instruction. Average gain was .6 of a year and intelligence measures and learning measures were significantly correlated (.05 level) with verbal measures of intelligence correlating more highly than performance measures. The Educational Evaluation was valuable in indicating that many clients could benefit from remedial education and was instrumental in the establishment of the Pre-Vocational Education Program. (MM)

VT 005 266
Report on New York State Data from a National Followup Study of High School Level Trade and Industrial Vocational Graduates; An Abstract of the Study.

New York State Education Dept., Albany. Bureau of Occupational Education Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul67 21p.

*VOCATIONAL FOLLOWUP; *HIGH SCHOOL GRADUATES; *TRADE AND INDUSTRIAL EDUCATION; EMPLOYMENT EXPERIENCE; POST SECONDARY EDUCATION; VOCATIONAL ADJUSTMENT; NATIONAL SURVEYS; STATE SURVEYS; GRADUATE SURVEYS; COMPREHENSIVE HIGH SCHOOLS; VOCATIONAL HIGH SCHOOLS; ENROLLMENT INFLUENCES; JOB SATISFACTION; JOB PLACEMENT; PROGRAM ATTITUDES; OCCUPATIONAL MOBILITY; WAGES
NEW YORK

This is a summary of the original report which is available as VT 005 267 (ARM Summer 1969). (HC)

VT 005 267 ED 020 414
Eninger, Max U.
Report on New York State Data from a National Follow-Up Study of High School Level T and I Vocational Graduates.

Educational Systems Research Inst., Pittsburgh, Pa.
EDRS PRICE MF-$0.75 HC-$9.00
Pub Date - May67 178p.

*VOCATIONAL FOLLOWUP; *HIGH SCHOOL GRADUATES; *TRADE AND INDUSTRIAL EDUCATION; EMPLOYMENT EXPERIENCE; POST SECONDARY EDUCATION; NATIONAL SURVEYS; STATE SURVEYS; GRADUATE SURVEYS; COMPREHENSIVE HIGH SCHOOLS; VOCATIONAL HIGH SCHOOLS; ENROLLMENT INFLUENCES; JOB SATISFACTION; JOB PLACEMENT; PROGRAM ATTITUDES; OCCUPATIONAL MOBILITY; WAGES
NEW YORK

A national followup study of trade and industrial vocational graduates from 100 selected schools was made to (1) describe the post-high school educational and vocational experience of a group of trade and industrial vocational course graduates from the classes of 1953, 1958, and 1962, (2) compare vocational course graduates from comprehensive high schools with those from vocational high schools, and (3) compare vocational with academic course graduates in terms of relevant post-high school occupational and nonoccupational variables. The New York sample of eight participating high schools was a close approximation of the structure of the national sample. Compared with the national sample, the New York graduates' vocational course selection was less influenced by job opportunities, friends, and teachers and more influenced by counselors, books, and magazines. Vocational graduates obtained jobs more quickly than noncollege-bound academic graduates. They felt that they were well-prepared for their chosen occupation, and their starting salaries surpassed those of academic graduates. The graduates who entered the same or a highly related job for which they received training were more satisfied with their their jobs than graduates in slightly related or unrelated jobs. The vocational graduates showed a high level of employment security, with 80 percent of the 1953 graduates holding four or fewer full-time jobs since graduation. Although 70.2 percent went directly to work, there was a suggestion of a decrease in the number goint to college. A summary of the New York data is given in VT 005 266 (ARM Summer 1969). (HC)

VT 005 428
Ely, Vivien King
Five Year Follow-Up Survey of Distributive Education; Part-Time Cooperative Training Students, 1957-1961.

Richmond Professional Inst., Va. School of Distribution
Virginia State Dept. of Education, Richmond. Distributive Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 44p.

*FOLLOWUP STUDIES; *DISTRIBUTIVE EDUCATION; HIGH SCHOOLS; STUDENT ATTITUDES; *GRADUATE SURVEYS; PROGRAM EVALUATION; EMPLOYMENT EXPERIENCE; EDUCATIONAL EXPERIENCES; QUESTIONNAIRES
VIRGINIA

This follow-up survey of high school distributive education graduates in 79 Virginia high schools was conducted in 1963 by questionnaire. From the total enrollment of 9,352 for the years 1957-61 the number of returns was 2,903 or 31.2 percent. The data obtained were compared with the results of four former surveys. Some of the findings were: (1) 1,921 of the 2,903 who returned questionnaires are working, (2) Of those working 84 percent are working full time, (3) 61 percent are working in distributive occupations, (4) The unemployment figure of one percent can be considered negligible, (5) Almost 54 percent of 1957-61 graduates are employed in the same establishments where they received their cooperative training, (6) More than 30 percent attended school beyond the high school level, (7) 33 percent left the field of distribution for which they were trained, and (8) Graduates' suggestions for improvement indicate the need for improved instruction. (MM)

VT 005 638 ED 025 600
Main, Earl D.
A Nationwide Evaluation of MDTA Institutional Job Training Programs. Report No. 118.

Chicago Univ., Ill. National Opinion Research Center
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$8.90 Contract-81-15-66-13
Library, National Opinion Research Center, 6030 South Ellis Avenue Chicago, Illinois 60637 ($6.25).
Pub Date - Oct66 176p.

*PROGRAM EVALUATION; *PROGRAM EFFECTIVENESS; *ADULT VOCATIONAL EDUCATION; FEDERAL PROGRAMS; *INCOME; UNEMPLOYED; UNDEREMPLOYED; PROGRAM ATTITUDES; *EMPLOYMENT EXPERIENCE; EMPLOYMENT PATTERNS; FOLLOWUP STUDIES; NATIONAL SURVEYS; EMPLOYER ATTITUDES; PARTICIPANT CHARACTERISTICS; CONTROL GROUPS; QUESTIONNAIRES; COMPARATIVE ANALYSIS; EMPLOYMENT PROGRAMS
MDTA, *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

To learn what effects Manpower Development and Training Act (MDTA) institutional job training courses had on income and employment, a nationwide representative sample of about 1,200 former trainees (784 completers and 413 dropouts) were interviewed early in 1966--over a year after their job training--to learn their opinions of the programs and their subsequent employment experiences. A partially-matched control group of 925 persons who were unemployed at the time trainees entered training was also interviewed, as well as 136 persons who had been referred to the courses but who failed to enroll and participate. The effects of training were ascertained through comparison of the sample groups, using multiple regression analysis to control for the effects of 10 factors other than training. A large number of tentative findings were reached, the most general and conclusive of which were: (1) Most trainees gave favorable evaluations of their training, (2) Training apparently did not help get better paying jobs, but it did help former trainees to obtain more full-time employment, and (3) It was estimated that between 13 and 23 percent of the full-time employment experienced during the period after training was attributable to Manpower Development and Training Act for completers, and between 7 and 19 percent for dropouts. (ET)

VT 005 746
Chadderdon, Hester, And Others
Estimating the Clothing Construction Ability of 8th, 9th, 10th, and 11/12th Grade Pupils.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames.
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.45).
Pub Date - Aug66 28p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; *CLOTHING INSTRUCTION; TESTING; JUNIOR HIGH SCHOOLS; HIGH SCHOOLS; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS

Guidelines for teacher use in evaluating student knowledge of clothing construction were developed through research projects and trial use in Iowa schools by heterogeneous school groups. Appropriate versions of materials listed according to grade level are: (1) the Finger Dexterity Questionnaires, (2) Survey of Object Visualization, and (3) Clothing Construction Pre-Tests. Directions and tables for conversion and interpretation of the combined test scores in order to classify students according to ability are given. The Finger Dexterity Questionnaire and both the Senior and Junior High School Clothing Construction tests are included in the document. Sources of the Miller Object Visualization tests are listed. Other evaluation materials for home economics areas, all using similar formats, are available as VT 005 746-VT 005 757 (ARM Summer 1969). (FP)

VT 005 747
Chadderdon, Hester
Evaluation Materials in Family Relations, Tenth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.40).
Pub Date - 16p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; *FAMILY RELATIONSHIPS; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS; PERSONAL ADJUSTMENT; TESTING; PROBLEM SOLVING; GRADE 10

Models for test items and evaluation devices are provided for adaption by home economics teachers to meet the needs of specific tenth grade family relations classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: developmental tasks, individual differences, family relationships, values, interests, and roles. Included are: (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of the tests, and (3) the problems, presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification for the answer. Other evaluation materials for home economics areas, all using similar formats, are available as VT 005 746-VT 005 757 (ARM)Summer 1969). (FP)

VT 005 748
Chadderdon, Hester
Evaluation Materials in Family Relations, Eleventh and Twelfth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.45).
Pub Date - 67 22p.

*HOME ECONOMICS EDUCATION; *FAMILY RELATIONSHIP; PROBLEM SOLVING; *STUDENT EVALUATION; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS; GRADE 11; GRADE 12; PERSONAL ADJUSTMENT; TESTING

Models for test items and evaluation devices are provided for adaption by home economics teachers to the needs of specific eleventh and twelfth grade family relations classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: developmental tasks, individual differences, family relationships, values, interests, and roles. Included are (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of the tests, (3) the problems, presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification for the answer. Other evaluation materials for home economics areas, all using similar formats are available as VT 005 746-VT 005 757 (ARM Summer 1969). (FP)

VT 005 749
Chadderdon, Hester
Evaluation Materials in Housing, Ninth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiemnt Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.45).
Pub Date - Nov65 22p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; GRADE 9; DESIGN PREFERENCE; *TEST CONSTRUCTION; FURNITURE ARRANGEMENT; *ACHIEVEMENT TESTS; HOME FURNISHINGS; HOME MANAGEMENT; TESTING

Models for performance and problem solving test items and evaluation devices are provided for adaption by home economics teachers to the needs of specific ninth grade housing classes in the comprehensive high school. The evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: safe, functional, and attractive interior designs, art and design principles, the aesthetic values of design, relationships between occupants, management techniques, and storage facilities. Included are: (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of tests, and (3) the problems presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification of the answer. Line drawings illustrate the test problems. Other evaluation materials from home economics areas with similar formats are available as VT 005 746-VT 005 757 (ARM Summer 1969). (FP)

VT 005 750
Chadderdon, Hester; Tennison, Patsy
Evaluation Materials in Housing, Tenth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.45).
Pub Date - Aug66 24p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; GRADE 10; DESIGN PREFERENC[illegible]OME FURNISHINGS; HOME MANAGEMENT; TESTING; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS

Models for performance and problem solving test items and evaluation devices are provided for adaption by home economics teachers to the needs of specific tenth grade housing classes in the comprehensive high school. The evaluation materials were developed through research projects and trial use in Iowa schools by heterogenous school groups. The materials are based on subject matter areas: safe, functional, and attractive interior designs, art and design principles, the aesthetic values of design, relatiobships between occupants, and management techniques and storage facilities. Included are: (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of tests, and (3) the problems presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification of the answer. Line drawings illustrate the problems. Other evaluation materials from home economics areas with similar formats are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 751
Chadderdon, Hester; Kundel, Lavonne
Evaluation Materials in Foods, Tenth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.90).
Pub Date - 67 49p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; *FOODS INSTRUCTION; NUTRITION INSTRUCTION; TESTING; GRADE 10; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS

Models for performance and problem solving test items and evaluation devices are provided for adaption by home economics teachers to the needs of specific tenth grade foods classes in the comprehensive high school. The evaluation materials were developed through research projects and trial use in Iowa schools by heterogenous school groups. The materials are based on subject matter areas: nutrition, food selection and habits, fallacies and misconceptions about foods and diets, relationship of nutrition to appearance, nutrient retaining preparation techniques, and the planning, buying and storing of foods. Included are (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of tests, (3) forms and check lists, and (4) the problem situation, illustrating generalizations each requiring the student to give not only the answer but also justification of the answer. Other evaluation materials from home economics areas using a similar format are available as VT 005 747-005 757 (ARM Summer 1969). (FP)

VT 005 752
Chadderdon, Hester
Evaluation Materials in Clothing, Tenth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.60).
Pub Date - 36p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; *CLOTHING INSTRUCTION; TESTING; *TEST CONSTRUCTION; GRADE 10; TEXTILES INSTRUCTION; *ACHIEVEMENT TESTS

Models for performance and problem solving test items and evaluation devices are provided for adaption by home economics teachers to the needs of specific tenth grade clothing classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogenous school groups. The materials are based on subject matter areas: fiber characteristics and their care, use of the sewing machine, garment construction and alterations, consumer education, and pattern, fabric, and clothing selection. Included are: (1) objectives to which the evaluation materials related, (2) suggestions for introducing and interpreting the results of tests, and (3) the problems presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer, but also justification of the answer. Other evaluation materials from home economics areas, all using similar formats, are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 753
Chadderdon, Hester
Evaluation Materials in Clothing, Ninth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.55).
Pub Date - Aug66 32p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; *CLOTHING INSTRUCTION; GRADE 9; TEXTILES INSTRUCTION; TESTING; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS

Models for performance and problem solving test items and evaluation devices are provided for adaptation by home economics teachers to the needs of specific ninth grade clothing classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: fiber characteristics and their care, use of the sewing machine, garment construction and alterations, the relation of nutrition and cleanliness to health and grooming, and pattern, fabric, and clothing selection. Included are (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of tests, and (3) the problems presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification of the answer. Other evaluation materials from home economics areas, all using similar formats are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 754
Chadderdon, Hester; Archer, Elois
Evaluation Materials in Child Development, Ninth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.60).
Pub Date - Jun66 36p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; GRADE 9; *CHILD DEVELOPMENT; TESTING; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS

Models for test items and evaluation devices are provided for adaptation by home economics teachers to meet the needs of specific ninth grade child development classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: developmental tasks, individual differences, and family relationships, values, interests, and roles. Included are: (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of the tests, and (3) the problems, presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification for the answer. Other evaluation materials for home economics areas, all using similar formats, are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 755
Chadderdon, Hester; Archer, Elois
Evaluation Materials in Child Development, Eleventh and Twelfth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University, Ames, Iowa 50010 ($.80).
Pub Date - Aug66 42p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; GRADE 11; GRADE 12; TESTING; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS; *CHILD DEVELOPMENT

Models for test items and evaluation devices are provided for adaptation by home economics teachers to meet the needs of specific eleventh and twelfth grade child development classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: developmental tasks, individual differences, and family relationships, values, interests, and roles. Included are (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of the tests, and (3) the problems, presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification for the answer. Other evaluation materials for home economics areas, all using similar formats, are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 756
Chadderdon, Hester
Evaluation Materials in Family Relations, Ninth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Station, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Boookstore, Iowa State University, Ames, Iowa 50010 ($.50).
Pub Date - 67 24p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; GRADE 9; TESTING; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS; *FAMILY RELATIONSHIP

Models for test items and evaluation devices are provided for adaptation by home economics teachers to meet the needs of specific ninth grade family relations classes in the comprehensive high school. Evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on the subject matter areas: developmental tasks, individual differences, and family relationships, values, interests, and roles. Included are: (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of the tests, and (3) the problems, presented as capsulated experiences, illustrating generalizations which require the student to give not only the answer but also justification for the answer. Other evaluation materials for home economics areas, all using similar formats, are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 757
Chadderdon, Hester; Bresina, Bertha
Evaluation Materials in Foods for Ninth Grade.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
Iowa Agriculture and Home Economics Experiment Staton, Ames
MF AVAILABLE IN VT-ERIC SET.
Iowa State University Bookstore, Iowa State University; Ames, Iowa 50010 ($.55).
Pub Date - Jan67 25p.

*HOME ECONOMICS EDUCATION; *STUDENT EVALUATION; *FOODS INSTRUCTION; NUTRITION INSTRUCTION; GRADE 9; TESTING; *TEST CONSTRUCTION; *ACHIEVEMENT TESTS

Models for performance and problem solving test items and evaluation devices are provided for adaptation by home economics teachers to the needs of specific ninth grade food classes in the comprehensive high school. The evaluation materials were developed through research projects and trial use in Iowa schools by heterogeneous school groups. The materials are based on subject matter areas: nutrition, food selection and habits, relationship of nutrition to appearance, nutrient retaining preparation techniques, and the planning, buying, storing of foods. Included are (1) objectives to which the evaluation materials relate, (2) suggestions for introducing and interpreting the results of tests, and (3) the problem situations, illustrating generalizations which require the student to give not only the answer but also justification of the answer. Other evaluation materials for home economics areas with a similar format, are available as VT 005 747-VT 005 757 (ARM Summer 1969). (FP)

VT 005 942 ED 021 142
New Perspectives on Manpower Problems and Measures.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.45
Pub Date - Apr68 67p.; In Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training, April 1968.

*MANPOWER UTILIZATION; EMPLOYMENT PROBLEMS; *MEASUREMENT; *RESEARCH PROBLEMS; INCOME; LABOR STANDARDS; SUBEMPLOYMENT; UNEMPLOYMENT; WORK ENVIRONMENT; JOB SATISFACTION; EQUAL OPPORTUNITIES (JOBS); EQUAL EDUCATION; *MANPOWER NEEDS; EMPLOYMENT STATISTICS; LABOR FORCE

Two chief aims of this chapter are to take a broad new look at the major problem areas of concern to manpower policy and to point the way toward more comprehensive and sensitive measures of progress and problems in these areas. In addition to the reduction of joblessness and underemployment, some of the important areas of manpower concern which require better measurement are (1) the adequacy of workers' earnings, including minimum wage standards and annual earnings, (2) the concept of subemployment which is designed to provide a summary measure of the compounded impact of both unemployment and low earnings on the same group of workers, (3) provisions for income maintenance when workers are involuntarily unemployed, disabled, or retired, (4) the quality of employment, including physical, psychological, and social aspects of work, (5) the extent of equality of economic and social opportunity for all ethnic minority groups, and (6) the success in meeting the manpower requirements of our economy and society, including the extent and nature of current labor shortages and manpower imbalances, prospective manpower requirements, and the changes in rates of training and job market mechanisms essential to meet manpower demands. With well-developed measurement techniques, it should be possible, within a limited area, to pinpoint problems as they emerge and even to achieve some forewarning of them from knowledge of how events affect one another. To test the validity and utility of existing measures, to evolve more effective ones, and to identify areas where new measures are needed will be continuing research challenges if a system of manpower indicators is to become a fruitful reality. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968) available as VT 001 025 (ARM Summer 1969). (ET)

VT 007 031 ED 022 965
Maley, Donald; Nietus, Walter S.
The Implementation and Further Development of Experimental Cluster Concept Programs Through Actual Field Testing and Evaluation at the Secondary School Level. The Cluster Concept Project. Phase III. Interim Report.

Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.75 HC-$22.00 OEG-0-8-000853-1865(085) 08
BR-7-0853
Pub Date - Aug68 438p.

PSYCHOMOTOR SKILLS; ACHIEVEMENT TESTS; QUESTIONNAIRES; *PROGRAM EVALUATION; *CURRICULUM DEVELOPMENT; *OCCUPATIONAL CLUSTERS; *TRADE AND INDUSTRIAL EDUCATION; *EXPERIMENTAL PROGRAMS; PILOT PROJECTS; CONTROL GROUPS; GRADE 11; EXPERIMENTAL GROUPS; BUILDING TRADES; PROGRAM DESCRIPTIONS; COMPARATIVE ANALYSIS; ELECTRICAL OCCUPATIONS; METAL WORKING OCCUPATIONS; COGNITIVE ABILITY; HIGH SCHOOL STUDENTS; VOCATIONAL INTERESTS
*CLUSTER CONCEPT PROGRAM; CCP; MARYLAND

The Cluster Concept Program in vocational education, a program for the 11th and 12th grades, is designed to prepare youth for entry level capability in a variety of related occupations rather than a specific occupation. Phase III of research with the program was the evaluation of the first year of experimentation with the programs for the 11th grade. A pretest-post test research design with four control and four experimental construction cluster groups, four control and three experimental fabrication cluster groups, and three control and three experimental electromechanical cluster groups was used to estimate the program effectiveness. Newly developed measurement instruments and standardized tests were used to estimate changes in selected cognitive, affective, and psychomotor behaviors. Objectives were attained in varying degrees with significant gains in cognitive abilities in eight experimental groups and modest gains in two groups. Increase Increased flexibility of occupational preferences and broadened interests were found in the experimental group groups. Inadequacies identified from the evaluation will serve to establish a list of realistic recommendations for the further development of the programs. The appendixes contain measurement instruments and achievement tests used in program evaluation. Related documents are VT 002 356 (ARM Winter 1968), VT 002 254 (AIM Fall 1967), and VT 004 162-VT 004 165 (AIM Fall 1968). (HC)

VT 008 210
Jones, Brian G., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 10-11-13, 1968) Research Section Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 110p.

*VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; TECHNICAL EDUCATION; ACHIEVEMENT TESTS; TRADE AND INDUSTRIAL EDUCATION; APTITUDE TESTS; *OCCUPATIONAL GUIDANCE; PROGRAM PLANNING; *SPEECHES; *PROGRAM EVALUATION; TEACHER CHARACTERISTICS; DEMONSTRATION PROGRAMS; RESIDENTIAL SCHOOLS; EVALUATION METHODS; SYSTEMS ANALYSIS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968; AMERICAN INDUSTRY PROJECT; PROJECT TALENT; GATB; GENERAL APTITUDE TEST BATTERY

Some major speeches presented in the Research Section Meetings of the American Vocational Association included: (1) "Using Project TALENT to Improve Vocational Guidance," by G.B. Jones, (2) "Municipalities as a Model for New Careers and Redirection of Vocational-Technical Education Programs," by R.H. Hamilton, (3) "The Evaluation of Residential Schools and the Essential Factors which Contribute to Their Operation," by G. Parkinson, (4) "Study of Career Patterns and Curriculum Emphasis in Public Education," by E.P. Godfrey, (5) "The Evaluation System for the American Industry Secondary School Courses," by O. Nelson, (6) "Applying Systems Analysis Techniques to the Evaluation of Vocational Programs," by A.G. Robertson, (7) "The Development of Achievement Tests for Trade and Technical Education: A Three-Year Summary," by T.S. Baldwin, and (8) "New Research Techniques for Validation of the General Aptitude Test Battery," by R.C. Droege. (DM)

VT 008 213
Starr, Harold, And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 10-11, 1968). Department of Research and Evaluation General Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 38p.

*PROGRAM EVALUATION; *VOCATIONAL EDUCATION; *COST EFFECTIVENESS; *EDUCATIONAL RESEARCH; *OCCUPATIONAL GUIDANCE; STATE DEPARTMENTS OF EDUCATION; MODELS; POLICY; OCCUPATIONAL INFORMATION; COMPUTER ASSISTED INSTRUCTION
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Speeches presented were: (1) "A Model for Continuous Evaluation of Vocational Programs by State Departments of Education," by Harold Starr, describing a project of the Center for Vocational and Technical Education at the Ohio State University to develop evaluative criteria, (2) "Cost Effectiveness Analysis as a Method for the Evaluation of Vocational and Technical Education," by Jacob Kaufman, containing the logic and meaning of cost benefit analysis, misconceptions of cost benefit analysis, the meaning of evaluation, resistance to evaluation, and objectives of cost effectiveness study, (3) "Research Policy: Should It be Determined by State Directors or by the Bureau of Research? A Position," by Joseph Impellitteri, proposing a twofold approach to research including study based upon immediate solutions to practical problems of the practitioner and a focus upon the understanding of the underlying principles and theories upon which this complex is based, and (4) "Exploration with a Computer-Assisted Occupational Information System," by Joseph Impellitteri, containing a description of a Pennsylvania project to provide occupational information to students utilizing a computer-assisted career exploration system. (DM)

VT 008 215
Bjorkquist, David C.; Cochran, Leslie H.
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 9, 1968). NAITTE Research Committee.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 23p.

*SPEECHES; *TECHNICAL EDUCATION; *PROGRAM EVALUATION; *INDUSTRIAL EDUCATION; *COMPARATIVE ANALYSIS; SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; VOCATIONAL RETRAINING; EDUCATIONAL PROGRAMS; UNEMPLOYED; MANPOWER UTILIZATION; EVALUATION METHODS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

Two research studies are reported in these papers presented at the Research Committee meeting of the National Association of Industrial and Technical Teacher Educators. "Effects of Field and Job-Oriented Technical Retraining on Manpower Utilization of the Unemployed" by David C. Bjorkquist summarizes a comparison of two Manpower Development and Training Act technical education programs which involved eight measures of job related behavior in a longitudinal design covering 50 weeks of training and a 2-year followup span. No differences between groups of graduates were found for "level of responsibility," "amount of unemployment," and "additional education." Job-oriented graduates tended to be more satisfied with their work. "Social class identification" was highest for both groups at the time of graduation. Field-oriented graduates had a higher mean starting salary. The second study, "A Comparison of Selected Contemporary Programs in Industrial Education" by Leslie H. Cochran, reviews a dissertation which sought to develop a method for analyzing contemporary programs. Six contemporary secondary industrial education programs were selected and analyzed using the analysis instrument. This instrument covers objectives, content, and teaching methods. Results of the selected analysis are presented. (EM)

FACILITIES
AND EQUIPMENT
SECTION

VT 001 311
Area Vocational-Technical School. Bethlehem Area, Hellertown-Lower Saucon, Northampton Area, Pennsylvania.

Engelhardt, Engelhardt and Leggett, Purdy Station, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 65p.

*AREA VOCATIONAL SCHOOLS; *VOCATIONAL EDUCATION; *EDUCATIONAL FACILITIES; *EDUCATIONAL FINANCE; CONSTRUCTION COSTS; ENROLLMENT TRENDS; POPULATION TRENDS; PROGRAM PLANNING; *EDUCATIONAL NEEDS; FACILITY REQUIREMENTS PENNSYLVANIA

Planning is presented for an area vocational-technical school to serve three school systems with a total 1960 population of 119,027. Topics discussed include: (1) enrollment projections, (2) present and proposed program offerings, (3) existing and additional facilities needed, (4) financing and cost to each district, (5) possible solutions--additions at present schools or construction of a new building, and (6) recommendations. It was recommended that a new building be constructed to serve 1,480 pupils at a total cost of $4,000,000. (PS)

VT 001 430
Adams, John M., Jr., And Others
A Greenhouse for Vocational Agriculture in Kentucky.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 6p.

*VOCATIONAL AGRICULTURE; *PLANT SCIENCE; *GREENHOUSES; *ORNAMENTAL HORTICULTURE OCCUPATIONS; *FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; CONSTRUCTION COST

Greenhouse plans were developed because of the need for programs of instruction in ornamental horticulture, flower and vegetable production, bedding plant production, and plant science at the secondary level. Greenhouse facilities can also be used to advantage in teaching production agriculture by serving as a laboratory to demonstrate plant responses to light, fertilizer, seed placement, soil preparation, moisture, disease and insect control, and other growth factors. The document includes: Need, Potential, Development, School Facilities, Greenhouse Use, Floor Plan, and Construction. A suggested floor plan, plans for bench construction, and estimated material costs are illustrated. (DM)

VT 001 707
Area Vocational Technical Schools and Programs, A Summary of Development by States.

Office of Education, Washington, D.C. Technical Education Branch
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug64 37p.

*AREA VOCATIONAL SCHOOLS; *FEDERAL AID; *STATE LEGISLATION; *FACILITY EXPANSION; *PROGRAM DEVELOPMENT

Over 400 area vocational schools were in operation and 132 were in construction or planning stages in 1964. There were Federal Funds and pending or enabling state legislation in 31 states to increase support for facility expansion. This report provides a state-by-state summary of current progress on area vocational school development. (JM)

VT 004 850
Industrial Arts Facilities.

Georgia State Dept. of Education, Atlanta
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 15p.; Roughdraft, a section taken from "Guide for Planning and Construction of School Facilities in Georgia," August, 1967.

*INDUSTRIAL ARTS LABORATORIES; *SCHOOL PLANNING; EQUIPMENT STANDARDS; *BUILDING DESIGN; *FACILITY GUIDELINES; JUNIOR HIGH SCHOOLS; SENIOR HIGH SCHOOLS

General bases for facilities planning include course organization, program objectives, school organization, and school size. The number of shops necessary are based on grade level, enrollment, and periods of required course work. Guidelines are included which cover: (1) size, shape, and location, (2) walls, floors, and ceilings, (3) windows and doors, (4) illumination and painting, (5) equipment, and (6) utilities and heating. A suggested floor plan and an equipment list is included. (EM)

VT 004 975
A Progress Report on Area Vocational-Technical School Developments to June 30, 1966.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep66 14p.

*AREA VOCATIONAL SCHOOLS; *FACILITIES; COURSES; HIGH SCHOOL STUDENTS; *ATTENDANCE; *PROGRAM DEVELOPMENT PENNSYLVANIA

This brochure reports the progress in the development of area vocational-technical school programs within the state. An attendance area should have enough school districts to maintain a minimum of ten shop-laboratory activities and a senior high school pupil enrollment of about 2,500. A total of 74 attendance areas have been approved covering 55 counties. The average enrollment per attendance area is 5,100 pupils. Twelve counties were not served by approved attendance areas. Educational program plans are prepared by the local director of vocational education to justify program size and course offerings. Thirty-one plans have been approved. The average pupil size of school is 815 pupils and average number of course offerings is 20. As 24 to 30 months are required to plan a program and construct a building facility, construction of building was limited for the 2-year period, but 11 area school building projects were under construction. Seventeen programs were in operation and 27 more have planned school opening dates of September 1968 or before. (MM)

VT 005 730
Coffey, Paul, And Others
D.E. Classroom Layouts.

Ohio State Univ., Columbus. Div. of Distributive Education
Ohio State Dept. of Education, Columbus. Distributive Education Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 16p.

*DISTRIBUTIVE EDUCATION; *CLASSROOM ARRANGEMENT; *CLASSROOM FURNITURE; *FACILITY GUIDELINES; CLASSROOM DESIGN; SPACE UTILIZATION; AUDIOVISUAL AIDS

This leaflet was developed by four distributive education teacher coordinators to provide guidelines for those involved in arranging a classroom setting for distributive education (DE) courses. Discussed are: (1) placement factors for a classroom, (2) classroom size, (3) classroom facilities, (4) classroom furniture and fixtures, (5) audio-visual teaching aids, and (6) planning the classroom layout. Three sample classroom layouts that have proven successful in other schools are presented. (MM)

VT 008 232 ED 028 301
Guide for Planning Industrial Arts Laboratory Facilities.

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education
EDRS PRICE MF-$0.25 HC-$2.85
Pub Date - Apr68 55p.

*INDUSTRIAL ARTS; *SCHOOL SHOPS; *FACILITY GUIDELINES; *SCHOOL PLANNING; JUNIOR HIGH SCHOOLS; HIGH SCHOOLS

This guide was developed following a review of literature and a survey questionnaire which was completed by industrial arts consultants, teacher educators, teachers, and supervisors. The first draft was circulated to a state advisory committee for suggestions. Major sections are titled: (1) General Laboratory Specifications for Planning Industrial Arts Facilities, (2) Woodworking, Grades 7-12, (3) Metalworking, Grades 7-12, (4) Power Mechanics, Grades 7-12, (5) Electricity-Electronics, Grades 7-12, (6) Drafting, Grades 9-12, (7) Graphic Arts, Grades 9-12, and (8) Comprehensive General Shop, Grades 7-12. Included in each section are guidelines for room shape and use, floor space requirements, special features, and necessary utilities. (EM)

VT 006 220
Educational Specifications for Practical Nursing Facilities. Bull-77H-1.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education Section
MF AVAILABLE IN VT-ERIC SET.
State Department of Education, Room 271, Knott Building, Tallahassee, Florida, 32304.
Pub Date - Mar68 23p.

*HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; *EDUCATIONAL FACILITIES; *PHYSICAL FACILITIES; *FACILITY GUIDELINES; FACILITY REQUIREMENTS; COURSE DESCRIPTIONS; EQUIPMENT
FLORIDA

Intended as a guide in planning construction of new facilities or expansion of existing ones, the specifications were designed for a maximum enrollment of 60 students, and adjustments are necessary for smaller schools. On the basis of the activities which take place within preparatory and supplementary programs, the following areas and estimated space requirements are designated: (1) A 750 square foot lecture-demonstration room including a teaching station, demonstration area, student seating area, and storage space, (2) a 375 square foot general classroom, (3) a 2,000 square foot nursing arts laboratory, including areas for student practice in patient care, dressing cubicles, and medicine, utility, and storage areas, (4) a 300 square foot library with study space, (5) a 200 square foot student area with washrooms and a lounge, and (6) a 650 square foot student faculty area with offices, a conference room, a lounge, and storage space. Furnishings and teaching equipment are specified and guidelines are offered for the arrangement and location of the nursing suite. A guide for developing an agreement between the school and a hospital providing facilities is also included. (JK)

VT 006 618 ED 022 924
Meckley, Richard F., And Others
A Guide for Planning Facilities for Home Economics Occupational Preparation Programs. Research 23.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.40
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - 86p.

*OCCUPATIONAL HOME ECONOMICS; *EDUCATIONAL FACILITIES; RECORDS (FORMS); RATING SCALES; *EDUCATIONAL SPECIFICATIONS; *FACILITY GUIDELINES; FACILITY REQUIREMENTS; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL OBJECTIVES

Guidelines are presented to encourage logical, systematic and creative facility planning, as well as to designate pertinent information to be incorporated when writing educational specifications for home economics facilities. Part I discusses the purpose, underlying assumptions, and guiding principles utilized in preparing the guide. Part II considers the kinds of teaching and learning activities to be carried on which will determine facility needs. Rating scales to determine educational objectives and the major emphasis of the program, as well as program information forms to assess course content, group size, and mode and level of learning are included. Part III describes in detail the distinct spaces to be provided to house occupational preparation programs. Forms and checklists are provided to facilitate the detailed planning of lecture/demonstration, seminar, and laboratory areas. Part IV is an annotated bibliography of reference sources which provide additional information on facility planning. (FP)

VT 006 805 ED 026 496
School Shop Development: Research and Planning.

Rockwell Manufacturing Company, Pittsburgh, Pa.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Rockwell Manufacturing Company, 400 North Lexington Avenue, Pittsburgh, Pennsylvania 15208 ($2.00).
Pub Date - 66 53p.

*SCHOOL SHOPS; *INDUSTRIAL EDUCATION; *FACILITY GUIDELINES; *SCHOOL PLANNING; *EQUIPMENT STANDARDS; SAFETY; EQUIPMENT UTILIZATION; FUNDAMENTAL CONCEPTS; PURCHASING; DESIGN NEEDS; SPACE UTILIZATION

This facility planning guide was developed by a commercial firm for use by school personnel in planning and equiping industrial education shops. It is based on an analysis of reports made by the company's 150 field representatives and information furnished by school administrators and architects. Five fundamental planning concepts and a cycle of human influences serve to organize the contents. Briefly, these are (1) community goals, (2) educational specifications, (3) course outlines, (4) physical considerations, and (5) equipment specifications and (1) instructor recommendations, (2) administrator acceptance, (3) architect interpretation, (4) state department consultation, (5) manufacturer response, (6) school board approval, and (7) student inducement. The contents include: (1) List of Considerations, (2) Layout Development, (3) Sample Plans, (4) Equipment Specification, (5) Purchasing Principles and Costs, (6) Scale Outline of Equipment, (7) Bolt Hole Dimensions, and (8) A Source Checklist. (EM)

VT 007 370 ED 023 926
Larson, Milton E.
A Guide for Planning Facilities for Occupational Preparation Programs in the Machine Trades. Research 24.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.80 OEG-3-7-000158-2037 08
BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Sep68 74p.

*FACILITY GUIDELINES; *EDUCATIONAL FACILITIES; *TRADE AND INDUSTRIAL EDUCATION; *METAL WORKING OCCUPATIONS; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL SPECIFICATIONS; SCHOOL SHOPS; EDUCATIONAL PLANNING; EDUCATIONAL OBJECTIVES; EDUCATIONAL EQUIPMENT; SPACE CLASSIFICATION; FACILITY REQUIREMENTS

This guide is designed for use by any person or groups of persons responsible for planning occupational programs in the machine trades. Its major purpose is to elicit the necessary information for the writing of educational specifications for facilities to house needed vocational programs in machine tool operation, machine shop, and tool and die making. The material is also designed to (1) assist planners in the formation of creative solutions to the housing of desired educational programs, (2) prevent important considerations from being overlooked in the facility planning process, and (3) encourage logical and systematic facility planning. The guide is organized into four major parts: (1) Introduction, a discussion of the major purpose, the underlying assumptions, and the guiding principles which were utilized in the preparation of the guide, (2) The Instructional Program, in which important information is sought on the machine shop department basis program features, objectives, and the kinds of occupational programs which will be organized to implement them,(3) Distinct Types of Instructional Areas to be Provided, in which the actual spaces desired to house the vocational programs are described in detail, and (4) Annotated Bibliography, a list of detailed reference sources. (HC)

VT 007 371 ED 023 927
McIntosh, William A.
A Guide for Planning Facilities for Occupational Preparation Programs in Data Processing. Research 25.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.45 OEG-3-7-000158-2037 08
BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Nov68 67p.

*DATA PROCESSING; *FACILITY GUIDELINES; FACILITY REQUIREMENTS; *EDUCATIONAL FACILITIES; *BUSINESS EDUCATION; RECORDS (FORMS); RATING SCALES; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL OBJECTIVES

This guide lists a series of pivotal questions about the educational program to be offered, and the answers to these questions bear directly on the numbers and kinds of instructional areas needed in the contemplated facilities. Much of the material is presented in a checklist format which allows for consideration of alternatives in facility planning. The guide was designed for use by persons responsible for planning facilities, and for instructional purposes at universities, colleges, seminars, and institutes. This guide is the third in a series being developed by The Center for Vocational and Technical Education. The first and second guides were in the fields of home economics (VT 006 618) and machine trades (VT 007 370). Subsequent guides will be published for animal science technology, automative trades, business and office occupations, dental technology, electrical technology, machine trades, medical technology, and metallurgy. (MM)

VT 007 725 ED 027 401
Selden, William
A Guide For Planning Facilities for Occupational Preparation Programs in Business and Office Occupations. Research 26.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.65 OEG-3-7-000158-2037 08
BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.00).
Pub Date - Nov68 91p.

*BUSINESS EDUCATION; *EDUCATIONAL FACILITIES; *FACILITY GUIDELINES; *PROGRAM PLANNING; INSTRUCTIONAL PROGRAMS; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL SPECIFICATIONS; *FACILITY REQUIREMENTS; EDUCATIONAL EQUIPMENT; SPACE CLASSIFICATION

The guide was developed as a facility planning tool for use by business education instructors, state supervisors, university school planners, and local school officials. It lists a series of questions about the educational program to be offered, the answers to which bear directly on the numbers and kind of instructional areas needed in the contemplated facilities. After program decisions are recorded, the guide provides for the description of instructional areas needed to meet the program requirements. Much of the material is presented in a checklist format which allows for consideration of alternatives in facility planning. Other guides in this series are available for home economics (ED 022 924), data processing (ED 023 927), and machine trades (ED 023 926). Discussed are the major purpose, the underlying assumptions, and the guiding principles which were utilized in the preparation of the guide; the instructional program as to program features, objectives and kinds of programs which will be organized to implement them; and the distinct types of instructional areas to be provided. Also included is an annotated bibliography of reference sources which offer more detailed treatment of the various stages of facility planning. (MM)

HISTORICAL STUDIES

VT 001 021 ED 017 643
Perry, Reginald
Apprenticeship Past and Present, A Story of Apprenticeship in the Skilled Trades Since Colonial Days.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training
DOCUMENT NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L23.2:AP6/19/964, $.20).
Pub Date - 64 34p.

*APPRENTICESHIPS; *HISTORY; *SKILLED OCCUPATIONS

Some 4,000 years ago Babylonian Code of Hammurabi made explicit provisions that artisans teach their crafts to youth. The crafts themselves have been a family tradition in more recent times. The indenture and the master-apprenticeship relationship was adopted by craftsmen who came from Europe. Such famous Americans as Paul Revere and Benjamin Franklin served as apprentices. The indentured state has served as a welfare measure and as exploitation of the poverty-stricken. The masterpiece was long the test of the apprentice. When the piece was completed, it was submitted to a group of masters who decided if the apprentice should be a freeman. The masterpiece concept is still evidenced by contests and public demonstrations and the apprentice's skills. Prior to the 19th Century when graduated wage scales began, many persons paid to be apprentices or worked for room and board. A law was passed placing the system of apprenticeship under an industrial commission in Wisconsin in 1915. The Federal Committee on Apprenticeship which is now known as the Bureau of Apprenticeship and Training. Apprentices are now training in approximately 470 skilled occupations. Many industrial supervisory and managerial staff began their career as apprentices. (EM)

VT 001 706
Twenty Years of Progress, 1945-1965. History of the Ohio Association of Future Homemakers of America.

Ohio State Dept. of Education, Columbus. Div. of Vocational Home Economics
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 51p.

*YOUTH CLUBS; *YOUTH PROGRAMS; *YOUTH LEADERS; LEADERSHIP; *HOMEMAKING EDUCATION; TEENAGERS; *HISTORICAL REVIEWS; LEADERSHIP TRAINING; HOME ECONOMICS TEACHERS
FUTURE HOMEMAKERS OF AMERICA; OHIO HOME ECONOMICS ASSOCIATION; OHIO

Since affiliating with the national organization of the Future Homemakers of America (FHA), Ohio membership has grown from 189 chapters and 6,867 members to 403 chapters and 18,336 members in 20 years. Some special honors which the state has enjoyed are the three Ohio girls who have served as national officers in FHA and the two national Honorary members from Ohio--Hazel Price and Ival Spafford. Each year is described through its State Program of work, major events of the year, and the national and state theme. Pictures are included with names of state officer, special awards, projects carried out throughout the years. State mothers and names of honorary members are listed as well as annual FHA scholarship recipients. The first state camp in Ohio for FHA members was held in August, 1949, with leadership training given to 140 girls. Publications which are available through the Ohio FHA are listed. The purposes of the state meeting, held annually in Columbus, to promote the program of work, to transact business, and to provide inspiration and fellowship among chapters are described. The degree program is explained and a breakdown of the number of State Homemaker degrees is given. A summary chart is included for the twenty years. (MS)

VT 002 069 ED 019 429
Six Decades of Service, 1903-1963.

Milwaukee School of Engineering, Wis.
EDRS PRICE MF-$0.50 HC-$4.35
MSOE-Bull-16-no-1
Pub Date - 1Jan64 85p.

*HISTORICAL REVIEWS; *TECHNICAL INSTITUTES; *TECHNICAL EDUCATION; *ENGINEERING EDUCATION; PROGRAM DESCRIPTIONS; CURRICULUM
*MILWAUKEE SCHOOL OF ENGINEERING; CONCENTRIC CURRICULUM; WISCONSIN

Oscar Werwath arrived in Milwaukee from Germany in 1903 and founded a school to make skilled mechanics, technicians, and engineers of the unskilled and the apprenticed. By 1908, the School offered two full-time two-semester courses in electrical and mechanical areas in addition to evening programs. Cooperative engineering education, introduced in 1911, enabled students to gain practical on-the-job training. In the field of technical education, the School preceded other public and private efforts in the City and in the State. In 1917, the State authorized the School to grant Bachelor of Science degrees in Electrical Engineering. The next year marked completion of the design of the concentric curriculum, a design to which it has remained committed. The concentric curriculum offers a successive series of terminal courses each complete in itself yet providing, with each course completion, an advanced step in employment opportunity. At the same time each course is a part of the degree program. Today, the School is nationally recognized. More than 300 subjects are offered by a staff of 125. Over 58,000 students have attended the School, and its graduates are employed by more than 4,000 firms throughout the world. (EM)

VT 002 500 ED 016 788
Kliever, Douglas
Vocational Education Act of 1963, A Case Study in Legislation.

American Vocational Assn., Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.30
Pub Date - 65 64p.

*FEDERAL LEGISLATION; *VOCATIONAL EDUCATION; *GOVERNMENT ROLE; *EDUCATIONAL LEGISLATION; HISTORY
*VOCATIONAL EDUCATION ACT OF 1963

The Smith-Hughes Act of 1917, developed from the "Report of the Commission on National Aid to Vocational Education," was the basis for HR4955. The bill's immediate history began in 1960 with the enthusiasm of advocates of educational legislation for the nomination of John F. Kennedy. The American Vocational Association (AVA) received a pledge of support from the candidate. At this time the AVA sought to ascertain the views of its membership prior to a revision of policy. In November 1962 a Panel of Consultants, established by the President, to evaluate the National Vocational Education Acts and make recommendtions for redirecting the program, recommended a large increase in the federal contribution for vocational education, abandonment of the legislative categories in the Smith-Hughes and George-Barden Act, new legislation categories, and new funds. In the fall of 1962, as the Office of Education began the administration's vocational education bill, which became HR 3000 and S 580, the AVA wrote an unofficial draft of what became HR 4955, also known as the Perkins Bill. Public hearings on both bills were completed in April, 1963. HR 4955 was reported on June 18, was brought to the floor of the House for debate, and passed by a vote of 377 to 21 on August 6. The bill's passage through the Senate was marked by its return to the Rules Committee and a deadlock of the House-Senate conference to consider points of disagreement. President Johnson's plan for action broke the deadlock, and the Senate version carried on the major points which concerned the work-study program, residential school program, and allotment formula. On December 13, the Senate agreed to the conference reports by a vote of 82 to 4. On December 18, 1963, President Lyndon B. Johnson approved the Vocational Act of 1963, and it became Public Law 88-210. (EM)

VT 003 777 ED 023 801
The Manpower Development and Training Act: A Review of Training Activities.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - Aug67 28p.

*MANPOWER DEVELOPMENT; JOB TRAINING; PARTICIPANT CHARACTERISTICS; *PROGRAM DESCRIPTIONS; *EMPLOYMENT PROGRAMS; ON THE JOB TRAINING; FEDERAL LAWS; PROGRAM EFFECTIVENESS; *FEDERAL PROGRAMS; PROGRAM ADMINISTRATION; UNEMPLOYED; PROGRAM DEVELOPMENT; DISADVANTAGED GROUPS; VOCATIONAL EDUCATION; HISTORICAL REVIEWS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

A general discussion of the history of the Title II training program briefly reviews accomplishments from its beginning in August 1962 through the end of 1966. During this period, training opportunities under institutional, on-the-job, and combination programs were authorized for over 835,000 persons at a cost of over $1 billion. Training was conducted in all the major occupational groups and in more than 1,300 different occupations. About four-fifths of the graduates surveyed during the first year after training completion reported that they were employed. In response to changing labor market conditions, significant amendments to the Act were passed by Congress in 1963, 1965, and 1966, making it a dynamic and flexible statute to serve the Nation's ever-changing manpower profile. Manpower training presently focuses on the two major problems or emerging skill shortages in the economy and the serious employment problems of the disadvantaged, with about two-thirds of the program effort being directed toward the latter problem. The present program emphasis will continue along with some new activities such as training for the part-time employed and for prison inmates, both results of the 1966 amendments to the Act. (ET)

VT 004 568
Shotwell, Thomas K.
Technology and Educational Reform in Early America.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-747, microfilm $3.00, xeroxed $9.45).
Pub Date - 65 199p.

*AGRICULTURAL EDUCATION; RURAL EDUCATION; *EDUCATIONAL HISTORY; *VOCATIONAL EDUCATION; *EDUCATIONAL PHILOSOPHY; *EDUCATIONAL SOCIOLOGY; AMERICAN HISTORY; DOCTORAL THESES

The purpose of the study was to survey the sociological and philosophical origins of career education in agricultural and mechanical sciences and relate them to the founding of the first American institutions which emphasized scientific technology. In general, the study was confined to the period beginning with the close of the War of Independence and ending about 1835 although consideration of philosophical currents was extended. Characteristics common to the founding of the first six schools and their difficulties and achievements are discussed. The developments of chemistry, botany, and geology in relation to agricultural education practices are given. It was concluded that the rationalism of the late 18th century, the advances in agricultural and mechanical technology, and the new democratic view of the role of the masses in society combined to create a climate in which a strong interest in applied science could replace much of the traditional curriculum. Although distant, a significant relationship was established between the early schools and the Land Grant and subsequent acts related to vocational education in general. This Ph.D. dissertation was submitted to Louisiana State University. (WB)

VT 004 569
Sinha, Hari Shanker Prasad
The Development of Agricultural Education in India.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-167, microfilm $4.60, xeroxed $16.20).
Pub Date - 65 340p.

*AGRICULTURAL EDUCATION; *ELEMENTARY EDUCATION; *SECONDARY EDUCATION; *FOREIGN COUNTRIES; NATIONAL SURVEYS; *EDUCATIONAL HISTORY; AGRICULTURE; EXTENSION EDUCATION; COMMUNITY DEVELOPMENT; DOCTORAL THESES
INDIA

Data were obtained primarily from a comprehensive survey of annual government yearbooks, Five Year Plans, United Nations reports, institutional curriculums, and annual agriculture and education reports to trace the origin and development of agricultural education in India with major emphasis on non-degree programs. Some findings were: (1) 70 percent of the population are dependent upon agricultural occupations, (2) 76 percent of the people are illiterate, (3) Tradition makes for inefficient agricultural practices and low productivity, (4) The agricultural education program is organized at the primary, middle, and high school level, (5) Middle agricultural schools were organized as vocational and rural-bias schools, (6) The multi-purpose schools were established in 1955, (7) Teaching by extension has made use of visual demonstration procedures and practical short courses, (8) The average farmer still has not accepted approved farming practices, (9) Community development was introduced with the idea of helping the people help themselves, and (10) An intensive Agricultural District Program was launched by the Department of Agriculture in 1960 to meet recurrent food crises. This Ph.D. thesis was submitted to the University of Missouri. (WB)

VT 006 386 ED 022 052
Trends in Training--Six Years of CIRF Abstracts.

International Labour Office, Geneva (Switzerland).
EDRS PRICE MF-$0.50 HC-$5.80
Training for Progress; v6 n2-4 p1-110 1967
Pub Date - 67 114p.

*LITERATURE REVIEWS; ABSTRACTS; FOREIGN COUNTRIES; *PERIODICALS; SOCIOECONOMIC INFLUENCES; ORGANIZATION; SUPERVISORY TRAINING; TECHNICAL EDUCATION; TEACHING METHODS; VOCATIONAL EDUCATION;TEACHERS; BIBLIOGRAPHIES; *HISTORICAL REVIEWS; OCCUPATIONAL GUIDANCE; TEACHING AIDS; SUBPROFESSIONALS; DEVELOPING COUNTRIES; EDUCATIONAL TRENDS; SUPERVISORS ; *VOCATIONAL EDUCATION
*CIRF ABSTRACTS

This issue of "Training for Progress," a bulletin published four times annually to provide for an international exchange of experience in vocational training, surveys the principal lines of thought and action in vocational education as seen through "CIRF Abstracts." An introductory editorial by Sven Grabe describes the development of "CIRF Abstracts" from its emergence in 1961 as a comprehensive guide to the training of workers, supervisors and training staff, technicians, and other skilled personnel, through the necessary elimination of some categories of materials to its present broadened geographical scope which aims at world-wide coverage and its broadened technical scope which recognizes the social and economic context of vocational training. Limitations, such as the lack of documentation of activities in developing countries, are acknowledged and two tasks of "CIRF Abstracts" in modern documentation work are identified: to provide a systematic basis for research and to help specialists broaden their views and open new horizons to them. The following chapter headings are indicative of the development described: (1) "Economic, Social, and Technical Aspects," (2) "Systems and Organizations of Education and Training," (3) "Vocational Orientation, Guidance and Selection," (4) "Supervisors and Technicians," (5) "Teaching and Instructing Staff," (6) "Training Methods and Teaching Aids." A bibliography of 539 abstracts discussed in the text is included. (JK)

VT 006 672 ED 023 870
Spinti, Robert James
The Development of Trade and Industrial Education in Wisconsin.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 395p.

DOCTORAL THESES; *HISTORICAL REVIEWS; *TRADE AND INDUSTRIAL EDUCATION; STATE LAWS; BIBLIOGRAPHIES; TEACHER EDUCATION; PROGRAM DEVELOPMENT; STUDENT ENROLLMENT; APPRENTICESHIPS; EXTENSION EDUCATION; ORGANIZATION; TECHNICAL EDUCATION; ADULT VOCATIONAL EDUCATION
WISCONSIN

The purpose of this study was to compile a history of trade and industrial education for the state of Wisconsin by tracing the development of the significant aspects of this phase of vocational education since the establishment of the first trade school in 1906. Major chapter headings are: (1) Background and Origin of Trade and Industrial Education in Wisconsin, (2) Early Development of Trade and Industrial Education in Wisconsin, (3) Trade and Industrial Education in Wisconsin Following World War I, (4) Trade and Industrial Education in Wisconsin During the Economic Depression, (5) Trade and Industrial Education in Wisconsin During World War II and the Post War Period, (6) Trade and Industrial Education in Wisconsin During the Nineteen Fifties, and (7) The Influence of Recent Legislation on the Trade and Industrial Education Program in Wisconsin. This D.Ed. dissertation was submitted to the University of Missouri. (EM)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 001 412 ED 025 451
Mezoff, Maurice W.
Neighborhood Manpower Programs. Manpower Training Series.

New York Univ., N.Y. Center for the Study of Unemployed Youth
Office of Juvenile Delinquency and Youth Development, (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.35
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003 ($1.00).
Pub Date - 67 65p.

*FEDERAL PROGRAMS; *MANPOWER NEEDS; *NEIGHBORHOOD CENTERS; *VOCATIONAL EDUCATION; NEIGHBORHOOD INTEGRATION; PROGRAM PLANNING; COMMUNITY AGENCIES (PUBLIC); COMMUNITY COOPERATION; COMMUNITY PROGRAMS; COMMUNITY SUPPORT; WORK EXPERIENCE; VOCATIONAL ADJUSTMENT; JOB PLACEMENT; *MANPOWER DEVELOPMENT; DISADVANTAGED GROUPS; POVERTY PROGRAMS
JOB CORPS; VOCATIONAL REHABILITATION SERVICES; YOUTH OPPORTUNITY CENTERS; NEW CAREERS PROGRAM; *NEIGHBORHOOD MANPOWER PROGRAMS

In order to assist both volunteers and staff at all levels in planning and operating manpower services in neighborhoods, an attempt has been made to place "neighborhood method" in its proper context as part of a comprehensive manpower program, and to provide guidelines for integrating manpower activities into a total neighborhood service approach. The preparation of the monograph was preceded by visits to a number of communities in the northeast region of the country that had operating manpower programs in neighborhoods. A number of experts were interviewed and a variety of reports and evaluations of programs were reviewed. Consequently, the monograph represents the findings and experience of a number of groups and individuals. It was concluded that the neighborhood centers appear as a feasible and effective instrument for the first contact in delivering needed manpower services. (CH)

VT 001 579
Plenke, John R.; Celley, Lorran
Some Programs of Vocational Education for Persons with Special Needs in Wisconsin.

Wisconsin State Board of Vocational, Technical and Adult Education, Madison
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 16p.

*ADULT VOCATIONAL EDUCATION; *CONTINUATION EDUCATION; *ADULT BASIC EDUCATION; *SPECIAL EDUCATION; FAMILY LIFE EDUCATION; OCCUPATIONAL GUIDANCE
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The bulletin explains pre-vocational and vocational offerings under continuation school, Manpower Development and Training Act, cooperative vocational training, adult basic education programs, and other programs. The continuation school program includes occupational and general education courses. The first quarter assists the student to evaluate his abilities and, in the second quarter, he generally takes basic work area courses in one of five occupational fields. The MDTA prevocational program is organized on the basis of three sections, the basic reading group to assist students to advance to functional literacy levels, the diagnostic group to assist in the determination of interests and abilities, and the special projects group to assist personal and social growth. Through cooperation between schools, courses available to a number of public school districts include power mechanics, foundry operations, metals-machine shop, and welding. Adult basic education programs emphasize elementary level education in communication and computation skills through the use of adult experiences in consumer buying practices, health habits, family and community relations, homemaking, and citizenship responsibilities. Other offerings described include a threshold program for the mentally retarded, home economics classes for low income homemakers, and a family living course for parents who had sought assistance from the Family Court. (JK)

VT 001 583
Summary and Evaluation of the Vocational Special Needs Pilot Program.

Obion County Central High School, Troy, Tenn.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12Jul66 6p.

*SPECIAL EDUCATION; COOPERATIVE EDUCATION; *VOCATIONAL EDUCATION; *LOW ACHIEVERS; STUDENT REHABILITATION; *DROPOUT PREVENTION; PILOT PROJECTS
OBION COUNTY; *TENNESSEE

The high drop-out rate in this county was attributed to an inadequate curriculum, students with low academic ability, and lack of motivation. A pilot instructional program was developed to more nearly meet the needs of these special students. The program was designed to meet individual student interest to giving him entry level employment preparation, and to help him become a well-adjusted and contributing citizen. The procedures included an instructional program in language arts, mathematics, social studies, science, physical education, home economics, auto mechanics, and general building trades. During the 1965-66 school year, 15 students were enrolled, average daily attendance was 96 percent, all received on-the-job instruction, and attained such levels of social vocational, and education achievement, that the program was judged highly successful. Recommendations were to continue the program and to supply additional equipment and materials needed for the work. A financial summary and employment record are included. (MS)

VT 002 039 ED 025 585
Bishop, C.E.
The People Left Behind; Seminar On Manpower Policy and Program.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.65
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.
Pub Date - Aug68 31p.

*RURAL ENVIRONMENT; *RURAL ECONOMICS; *FINANCIAL NEEDS; *MIGRATION; EDUCATIONAL NEEDS; RURAL RESETTLEMENT; RURAL URBAN DIFFERENCES; FEDERAL PROGRAMS; DISADVANTAGED GROUPS; *CONFERENCE REPORTS; SPEECHES
*SEMINAR ON MANPOWER POLICY AND PROGRAM; U.S. DEPARTMENT OF LABOR; MANPOWER ADMINISTRATION

The National Advisory Commission on Rural Poverty was charged with the following responsibilities: (1) to make a comprehensive study and appraisal of the current economic situations and trends in American rural life, (2) to evaluate the means by which existing programs, policies, and activities relating to the economic status and community welfare of rural people may be coordinated, and (3) to develop recommendations for action by local, State, and Federal governments. The commission estimated that in 1965 there were 14 million people living in rural areas of the United States who were unable to purchase out of current income the goods and services needed to provide a reasonable level of living. Approximately 10 million of these lived in nonfarm residences, and 4 million lived on farms. Although the percentage of non-whites who were poor was greater than that of whites, 11 million of the 14 million rural poor were white. The commission also reported that rural America's needs are so complex that no single concept of poverty is universally applicable. (CH)

VT 003 894 ED 022 855
Feldman, Lloyd
The Mentally Retarded: Their Special Training Needs. Manpower Research Bulletin Number 6.

Office of Manpower, Automation, and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.10
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.
Pub Date - Oct64 20p.

*EDUCABLE MENTALLY HANDICAPPED; *VOCATIONAL EDUCATION; *EMPLOYMENT OPPORTUNITIES; *INDIVIDUAL CHARACTERISTICS; LABOR FORCE; *EDUCATIONAL NEEDS; VOCATIONAL REHABILITATION; EMPLOYER SERVICES; OCCUPATIONS; SPECIAL EDUCATION

Approximately 3.3 million of the almost 6 million Americans estimated to be mentally retarded in 1963 were of working age from 16 to 64. This group was expected to increase to 3.7 million by 1970. A study of 2,500 young men rejected from military service for mental reasons found only two-thirds of these in the labor force as compared to 95 percent of all young men aged 18 to 24. It was estimated that over 85 percent of all retarded persons could become capable of some self support if given adequate training and employment opportunities. Service occupations constitute the fastest growing occupational area in which the retarded are likely to qualify for training and employment. The U.S. Vocational Rehabilitation Administration has had considerable success in placing retarded individuals as kitchen workers. Opportunities have been increasing in other likely occupations such as busboy, busgirl, dishwasher, hospital attendant, nurses aide, janitor, charwoman, yardsman, groundskeeper, and landscaping laborer. Several training projects developed by the Manpower Development and Training Act, the federal-state employment services to handicapped applicants, new policies by the Civil Service Commission, and federal legislation offer new training and employment possibilities for the mentally retarded. (EM)

VT 003 896 ED 022 856
Feldman, Lloyd; Peevey, Michael R.
Family Breadwinners: Their Special Training Needs.

Office of Manpower, Automation, and Training (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.05
Pub Date - Jan64 19p.

*BREADWINNERS; *EDUCATIONAL NEEDS; *UNEMPLOYMENT; *INDIVIDUAL CHARACTERISTICS; EMPLOYMENT PROBLEMS; SEX (CHARACTERISTICS)
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Family breadwinners are individuals primarily responsible for the support of family members. This report provides an economic profile of the breadwinners and outlines their special training needs. The unemployment of more than 1.7 million of the 39 million family breadwinners in the labor force in March 1962 affected the welfare of approximately 6.3 million Americans. During 1963, more than three of every five persons enrolled in training and retraining classes under the Manpower Development and Training Act (MDTA) of 1962 were family breadwinners. A fairly high proportion of workers with family responsibilities consisted of older persons who had difficulty in securing jobs. A considerable number of adults lacked basic education in reading, writing, and arithmetic. Under the 1963 amendments to the MDTA, trainees who need both basic education and occupational training could receive training allowances for a period of up to 72 weeks. The large number of women breadwinners with preschool-age children indicated a need for more low-cost day care services. Establishing additional programs to help handicapped breadwinners merits serious consideration. (PS)

VT 003 981 ED 022 859
Help for Out-of-Work Youth; A Manual for a Job Preparation Program in Your Community.

National Committee on Employment of Youth, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$1.85
Pub Date - 63 35p.

*JOB TRAINING; *ADULT VOCATIONAL EDUCATION; *OUT OF SCHOOL YOUTH; YOUTH PROGRAMS; *UNEMPLOYED; GUIDELINES; PROGRAM PLANNING; *WORK EXPERIENCE PROGRAMS; POTENTIAL DROPOUTS; HIGH SCHOOL GRADUATES; DROPOUTS; PROGRAM DESCRIPTIONS; VOCATIONAL FOLLOWUP
DETROIT; MICHIGAN; KALAMAZOO; NORTH RICHMOND; CALIFORNIA

A descriptive review of three job preparation programs for out-of-work youth and guidelines for organizing similar programs in local communities are presented. The programs ranged from a large operation in Detroit to smaller individualized programs initiated by Kalamazoo, Michigan, and North Richmond, California. They were designed primarily to help youth prepare for work with the will to work and more emphasis was placed on teaching youth how to work than on the specific skills involved in a particular job. Common elements found in most programs were a job preparation course that included guidance, instruction, and work experience subsidized by the sponsoring agency, and a student followup to assure satisfactory employment. Some guidelines for the local community were: (1) Determine individual needs of the community, (2) Collect the information, (3) Decide what action should be taken, (4) Select staff for the program, (5) Prepare program guidelines, (6) Provide educational and guidance services, (7) Provide work-experience, (8) Offer placement services, (9) Conduct program followup services, and (10) Engage in research and program evaluation. The basic problems responsible for youth unemployment include automation, overall unemployment, discrimination, and inadequate educational preparation. Job preparation programs can assist many communities in solving some of their unemployment problems. (WB)

VT 004 180 MP 000 343
The Occupational Success of the Retarded, Critical Factors, Predictive Tests and Remedial Techniques. Summary.

Laradon Hall Occupational Center, Denver, Colo.
EDRS PRICE MF-$0.25 HC-$0.40
Pub Date - Oct66 6p.

*MENTALLY HANDICAPPED; *TESTS; MENTAL RETARDATION; YOUNG ADULTS; PERSONNEL EVALUATION; VOCATIONAL EDUCATION; *VOCATIONAL ADJUSTMENT; *PREDICTIVE ABILITY (TESTING); *TEST CONSTRUCTION
DENVER; COLORADO; LARADON OCCUPATIONAL SUCCESS PREDICTIVE BATTERY

To develop better methods of evaluating and training mentally retarded young adults, (1) successful and unsuccessful employed mentally retarded young adults were compared on a wide range of behavioral and performance factors, (2) a battery of tests helpful in distinguishing between those ready and those not ready for general employment was developed, and (3) training and therapeutic techniques for use with those who had important deficits of ability in relation to the demands of employment were explored. Sixty subjects with a mean age of 20.9 years and a mean full scale IQ of 69.3 were selected. The job success rating was determined on the basis of three components--length of time on the job, job protectiveness, and reason for termination. An effort was made to select tests which would not only predict occupational success but would also provide insight into the structural retardation, so that remedial techniques might be suggested. Tests representing 33 of Guilford's factors, 14 tests developed according to the Piaget theory, personality test factors, and measures of physical function were combined to form the Laradon Occupational Success Predictive Battery. The Battery was judged to be potentially effective in predicting employment success if the retarded persons to which it is applied are carefully limited to subjects similar to those in the experimental group. Results of perceptual remediation indicated that remediation training can be useful if the pupil's level of function is first determined and new skills training is built on a foundation of more fundamental skills. (FP)

VT 004 212 ED 022 863
Sodofsky, Stanley
Workshop on Nonprofessional Careers for Disadvantaged Youth.

New York Univ., N.Y. Center for the Study of Unemployed Youth
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003 ($1.00).
Pub Date - 66 141p.; Summary of proceedings (New York, December 14-15, 1966).

NONPROFESSIONAL PERSONNEL; *DISADVANTAGED YOUTH; *WORKSHOPS; YOUTH PROGRAMS; ADMINISTRATIVE CHANGE; *CAREER OPPORTUNITIES; PROGRAM PLANNING; *EMPLOYMENT PROGRAMS; PROGRAM DEVELOPMENT; PROGRAM DESCRIPTIONS; *MANPOWER UTILIZATION; POLICY
*WORKSHOP ON NONPROFESSIONAL CAREERS FOR DISADVANTAGED YOUTH, NEW YORK, DECEMBER 14-15, 1966

Over 50 persons with special experience and interest in nonprofessional careers attended the workshop to explore the basic issues raised by that experience and to point the way toward future program implications. Critical issues which emerged centered around how to develop training capability, the problems related to established institutional procedures, and resistances and barriers put forth by unions and professional groups. The experiences of Howard University, Lincoln Hospital, and Mobilization for Youth indicated that salaries and upward job mobility were among the major operational issues. At the administrative and policy levels the issues discerned were largely relevant to civil service and its potential contribution to nonprofessional careers. Success in the California State Civil Service experience with nonprofessional careers as presented. The final phase of the workshop related to planning, implementation, and coordination of existing nonprofessional careers programs at all governmental levels. (ET)

VT 004 303 ED 024 763
Hankin, Edward K., And Others
The Development of Pre-Vocational Education Literacy Courses for Use With Computer-Assisted Instruction of Disadvantaged Youths and Adults. Final Report.

Florida State Univ., Tallahassee
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.05 OEG-2-6-001458-1540 08
BR-6-1458
Pub Date - Jun67 179p.

*PREVOCATIONAL EDUCATION; *DISADVANTAGED GROUPS; *COMPUTER ASSISTED INSTRUCTION; ARITHMETIC; READING; POST TESTING; PROGRAMED MATERIALS; *LITERACY EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL OBJECTIVES; PROGRAMED INSTRUCTION; PRETESTING

The purpose of this project was to develop computer assisted courses in arithmetic and reading for disadvantaged adults and youths to serve as prerequisites to entering vocational training. Because of budgetary cuts, the project was terminated before its completion. Lessons in counting, addition, and subtraction were written and tested; however, lessons in division and multiplication were initiated but not completed. A lesson includes a pre-test to determine if a student needs instruction, two instructional units of differing focus, and a post-test to evaluate the effects of instruction. The pilot tests showed the arithmetic lessons to be effective. All of the grade two (24 lessons) of the reading program with slides was completed and entered into the computer. Lessons for grade three were ready for entry and lessons for grades four, five, and six had been written but slides had not been developed. Audio tapes are optional. The findings showed that, in general, computer assisted instruction can be used in pre-vocational literacy training for disadvantaged youths and adults; however, it was recommended that further research be conducted to determine the effectiveness of this technique. (CH)

VT 004 324 MP 000 380
Burchinal, Lee G.
Rural Youth in Crisis, Facts, Myths, and Social Change.

Office of Juvenile Delinquency and Youth Development, Washington, D.C.
EDRS PRICE MF-$1.75 HC NOT AVAILABLE FROM EDRS.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS14.2:R88, $1.25).
Pub Date - 65 412p.

RURAL YOUTH; *YOUTH PROBLEMS; *CONFERENCE REPORTS; *SOCIAL CHANGE; RURAL EDUCATION; CULTURAL BACKGROUND; VOCATIONAL EDUCATION; PHYSICAL HEALTH; YOUTH EMPLOYMENT; MENTAL HEALTH; MIGRANT YOUTH; JUVENILE DELINQUENCY; DELINQUENCY PREVENTION; RURAL URBAN DIFFERENCES; FEDERAL PROGRAMS; SOCIALLY DISADVANTAGED
*CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT, STILLWATER, OKLAHOMA, SEPTEMBER 22-25, 1963

This book is a condensed version of a collection of 54 papers originally prepared as background information for The Conference on Problems of Rural Youth in a Changing Environment, sponsored by the National Committee for Children and Youth, and held at Stillwater, Oklahoma, September 22-25, 1963. A broad and integrated conceptual approach is necessary to fully understand problems of rural youth and to better appreciate the contributions they can make to our society. Accordingly, 54 background papers were developed from a general conceptual outline based on the conditions encountered by most rural youth today. To eliminate duplication among the independently prepared papers, most papers on closely related topics have been combined and organized into 6 interrelated parts: (1) Their Rural Community Backgrounds, (2) Rural Education, (3) Physical and Mental Health of Rural Youth, (4) Prevention and Treatment of Juvenile Delinquency in Rural Areas, (5) Adapting to Urban Ways, and (6) Helping Socially Disadvantaged Rural Youth. At the beginning of each chapter the author of the original papers and the person preparing the present chapter are identified. The appendix also provides a listing of the authors and titles of all 54 original papers. (HC)

VT 004 845   ED 025 466
Mental Health and Manpower Employment Adjustment for Psychiatric Patients, MDTA Experimental and Demonstration Findings.

Colorado State Univ., Fort Collins
Fort Logan Mental Health Center, Denver, Colo.
Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.00
Pub Date - Jan68 18p.

*PSYCHIATRIC PATIENTS; *VOCATIONAL COUNSELING; EMPLOYMENT; VOCATIONAL EDUCATION; JOB PLACEMENT; ON THE JOB TRAINING; JOB TENURE; *VOCATIONAL ADJUSTMENT; VOCATIONAL DEVELOPMENT; EMPLOYMENT PATTERNS; *VOCATIONAL REHABILITATION; *EXPERIMENTAL PROGRAMS
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Work as therapy is increasingly suggested as a means of helping the patient to develop and maintain stronger bonds with the community. The goal of a 44-month project, of which the initial 20-month period is reported, is to develop manpower programing knowledge to meet the vocational development needs of mental patients and to evaluate the manpower potential of this labor pool. The project provided vocational counselors to participate on several of Fort Logan's eight psychiatric teams which served 800 patients, of whom only a small percentage were under 24-hour care. During this initial period, 479 patients were served in some way by the project and 236 were placed in training or on jobs. It was concluded that a reasonable proportion of persons treated for major mental illnesses can return to work, some in spite of immense residual emotional handicaps, and it was estimated that 90 percent could benefit from vocational counseling and rehabilitation services. Integration of the vocational counselor on the therapeutic team increases the counselor's sensitivity to the patient's therapeutic needs and the hospital's sensitivity to his vocational needs. Personal and honest communication with employers is recommended. (JK)

VT 004 953
Guidelines for Compiling a Directory of Community Services in Rehabilitation and Employment of Handicapped Men and Women.

The President's Committee on Employment of the Handicapped, Washington, D.C. Women's Committee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr66 13p.

*REHABILITATION PROGRAMS; *HANDICAPPED; *DIRECTORIES; *GUIDELINES; QUESTIONNAIRES

In developing a directory that will assist in community planning, (1) objectives must be developed, (2) consideration must be given to the current existence of directories and the adequacy of their contents, and (3) decisions must be made regarding data collection, the kind and amount of information to be included, the geographical area to be included, financing of the project, utilization of the information to determine gaps and duplication, and responsibility for up-dating. A questionnaire to elicit information to be included in the directory and suggestions for organizing the directory are presented. Pertinent references are indicated. (JK)

VT 005 013   ED 025 593
Annotated Bibliography of Instructional Media; Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf. (Ball State Univ., Muncie, Ind. July 10-August 11, 1967).

Office of Education (DHEW), Washington, D.C. Captioned Films for the Deaf Branch
EDRS PRICE MF-$0.75 HC-$9.90
Pub Date -   67 196p.

*VOCATIONAL EDUCATION; *ANNOTATED BIBLIOGRAPHIES; *DEAF EDUCATION; *INSTRUCTIONAL MEDIA; CONFERENCE REPORTS; AUDIOVISUAL AIDS; BUSINESS EDUCATION; HOME ECONOMICS; GRAPHIC ARTS; METAL WORKING OCCUPATIONS; WOODWORKING; *EDUCATIONAL RESOURCES; OCCUPATIONAL GUIDANCE
*WORKSHOP FOR IMPROVING INSTRUCTION OF THE DEAF, MUNCIE, INDIANA, JULY 10-AUGUST 11, 1967

The purpose of this bibliography is to identify and to annotate the sources which can be helpful in presenting materials to deaf students and to reinforce learning in various vocational areas. Vocational resources for selected areas of vocational education were reviewed, evaluated, and annotated by two committee members in each of the following sections: (1) graphic arts, (2) metals, (3) woods, (4) home economics, and (5) business education. Committee members were qualified vocational teachers of the deaf, each having an average of 20 years of experience in the field. Committee members reviewed over 700 resource items including films, filmstrips, slides, transparencies, practice kits, perceptoscope programs, flat pictures, cartridge films, bulletins, and course outlines. Of this number, 61 percent were recommended as instructional or informative media to be used in classrooms for the deaf. Related documents are VT 005 014 and VT 005 015 (ARM Summer 1969). (CH)

VT 005 014   ED 025 594
Trends in Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf. (Ball State Univ., Muncie, Ind. July 10-August 11, 1967.)

Office of Education (DHEW), Washington, D.C. Captioned Films for the Deaf Branch
EDRS PRICE MF-$0.25 HC-$2.20
Pub Date -   67¢? 42p.

*VOCATIONAL EDUCATION; *DEAF EDUCATION; *EDUCATIONAL TRENDS; *INSTRUCTIONAL IMPROVEMENT; CONFERENCE REPORTS; PREVOCATIONAL EDUCATION; ATTITUDES; PROGRAM DEVELOPMENT; OCCUPATIONAL GUIDANCE; BIBLIOGRAPHIES; *GUIDELINES
*WORKSHOP FOR IMPROVING INSTRUCTION OF THE DEAF, MUNCIE, INDIANA, JULY 10-AUGUST 11, 1967

This report contains an overview which traces the technological revolution of the last 50 years and the impact it has had on blue collar workers, especially deaf blue collar workers. The prevocational program is discussed and a vocational program that fits most facilities in schools for the deaf is presented. Desirable vocational teacher qualifications are reviewed, and sources where vocational teachers may be recruited are explored. Suggestions are made regarding areas that may provide increased employment opportunities for the deaf worker of the future. Finally, a list of government programs in the area of and related to vocational education is provided. Basically, these are opportunities which the local school system might explore for purposes of acquiring support. Related documents are VT 005 013 and VT 005 015 (ARM Summer 1969). (CH)

VT 005 015   ED 025 595
Trends in Prevocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction for the Deaf. (Ball State Univ., Muncie, Ind. July 10-August 11, 1967).

Office of Education (DHEW), Washington, D.C. Captioned Films for the Deaf Branch

EDRS PRICE MF-$0.50 HC-$5.00
Pub Date - 67 98p.

*PREVOCATIONAL EDUCATION; *DEAF EDUCATION; *EDUCATIONAL TRENDS; *INSTRUCTIONAL IMPROVEMENTS; CONFERENCE REPORTS; INDUSTRIAL ARTS; HOME ECONOMICS; GRAPHIC ARTS; COURSE DESCRIPTIONS; OCCUPATIONAL GUIDANCE; BIBLIOGRAPHIES; EDUCATIONAL RESOURCES
*WORKSHOP FOR IMPROVING INSTRUCTION FOR THE DEAF, MUNCIE, INDIANA, JULY 10-AUGUST 11, 1967

The workshop participants who prepared this vocational report were working representatives of residential day schools for the deaf as well as integrated public school classes for deaf pupils. The age level toward which the materials were directed was determined at between 12 and 15 years of age, a period of transition for many deaf youth. The prevocational committee had two major tasks to perform during the 5-week workshop: (1) preview as many audiovisual materials as time permitted and annotate those selected as being of good quality, and (2) prepare broad curriculum guidelines implementing basic objectives of prevocational education that could be utilized by teachers in any of the above named types of classes for the deaf. The areas of prevocational activity included (1) home economics, (2) graphic arts, and (3) wood, metal, electricity, and industrial handicrafts. Related documents are VT 005 013 and VT 005 014 (ARM Summer 1969). (CH)

VT 005 937 ED 024 788
Mendelsohn, Harold, And Others
Operation Gap-Stop. A Study of the Application of Communications Techniques in Reaching the Unreachable Poor. Final Report. Vol. I.

Denver Univ., Colo.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$12.55 OEG-4-6-061231-2072 08
BR-6-1231
Pub Date - Feb68 249p.

PROGRAM DEVELOPMENT; *TELEVISED INSTRUCTION; MATERIAL DEVELOPMENT; TELEVISION VIEWING; EDUCATIONAL TELEVISION; *COMMUNICATION (THOUGHT TRANSFER); AUDIENCES; MASS MEDIA; CONSUMER EDUCATION; *FAMILY LIFE EDUCATION; VIDEO TAPE RECORDINGS; DISADVANTAGED GROUPS; *ECONOMICALLY DISADVANTAGED; URBAN EDUCATION; DEMONSTRATION PROJECTS; URBAN CULTURE; *ADULT EDUCATION; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION
*PROJECT OPERATION GAP-STOP; DENVER; COLORADO

This report presents a pioneering effort in the use of television in bringing to a particular sub-population, the disadvantaged, the particular kinds of information which could dispel ignorance in certain key informational areas. From information gathered by a 337-item questionnaire covering demographic characteristics, attitudes, communication and media habits, etc., eight 30-minute television scripts, titled "Our Kind of World," were written and produced for airing to sample audiences in five housing units of the Denver Housing Authority. Thirty-nine percent of the viewers indicated dispositions to change certain behaviors as a result of the special programs. Typical responses included: (1) "It taught me more about my budget, also more about confronting people," (2) "I will be buying and cooking foods that I had not thought of," (3) "It told me where to go for help." As demonstrated by this project, television does have an alternative approach towards a solution to the crises in urban communication. Document VT 007 436 (ARM Summer 1969) contains appendixes to this report. (CH)

VT 005 943 ED 021 143
Barriers to Employment of the Disadvantaged.

Department of Labor, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.45
Pub Date - Apr68 27p.; In Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training, April, 1968.

*SUBEMPLOYMENT; *EMPLOYMENT PROBLEMS; *DISADVANTAGED GROUPS; WELFARE PROBLEMS; UNEMPLOYED; *SLUM ENVIRONMENT; DEPRESSED AREAS (GEOGRAPHIC); WORK ATTITUDES; *SOCIOECONOMIC INFLUENCES; INDIVIDUAL CHARACTERISTICS

Half a million persons, representing 7.5 percent of the poverty area work force, were unemployed in the poverty areas of large Standard Metropolitan Statistical Areas in March 1966. However, a reasonable, and probably minimal, estimate of "subemployment" (a composite measure of both joblessness and employment at substandard wages) in these poverty areas would be 1.5 million. The factors which produce subemployment in big city poverty areas are as diverse as the characteristics of the people affected. They are also interrelated, mutually reinforcing, and difficult to disentangle. Social-psychological factors, lack of education and training, ill-health, discrimination and other employer practices with respect to selection of employees, and distance from available jobs are among the many barriers which contribute to joblessness, underemployment, and low earnings. The barriers which separate subemployed slum residents from the mainstream of economic and social life have resulted in the creation of an irregular economy in poverty areas, a separate economic world which differs vitally from the moddle-class world surrounding the slums. This world has its own special values, its own strategies for survival, its own moral standards, and its own criteria of success for failure. Mothers receiving assistance through the Federal program of Aid to Families with Dependent Children are used in an illustrative study of one group of subemployed in the irregular economy. The implications of the various dimensions of subemployment for manpower policies are discussed. This chapter appears in "Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training" (1968) available as VT 001 025 (ARM Summer 1969). (ET)

VT 006 140
Joblessness and Poverty in Urban Slums. A Reprint from the 1967 Manpower Report.

Manpower Administration (DOL), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.
Pub Date - 68 32p.

*UNEMPLOYMENT; UNEMPLOYED; *URBAN SLUMS; *EMPLOYMENT PROBLEMS; SUBEMPLOYMENT; INDIVIDUAL CHARACTERISTICS; FAMILY CHARACTERISTICS; POPULATION TRENDS; *SOCIOECONOMIC INFLUENCES; SOCIOECONOMIC BACKGROUND; RACIAL DISTRIBUTION; ETHNIC DISTRIBUTION; HEALTH CONDITIONS; *ECONOMIC DISADVANTAGEMENT; FEDERAL PROGRAMS; OCCUPATIONS; WORK ATTITUDES; MOTIVATION; PROGRAM DESCRIPTIONS

Households in poverty areas of Boston, New York, New Orleans, Philadelphia, Phoenix, St. Louis, San Antonio, San Francisco, and San Juan were surveyed in November 1966 by the Department of Labor to discern the present critical problems of slum residents. Data from this and other related studies were used to describe unemployment in slums, characteristics of slum residents, barriers to employment of slum-dwellers, changing social conditions and population trends, and present and needed programs to better the social and economic conditions of slum residents. Some highlights of this chapter were: (1) The highest unemployment rates were in the Hough area of Cleveland (15.6 percent) and the El Fangito area of San Juan (15.8 percent), (2) Close to 7 percent of the slum residents with jobs were employed only part-time, although they would have preferred full-time work, (3) 70 percent of the slum population is Negro, 10 percent Puerto Rican, 8 percent Mexican-American, and 12 percent from other racial or ethnic groups, (4) Nonwhite workers represented three of every four of the 39,000 unemployed workers in the 10 slum districts surveyed. Their rate of unemployment (9.2 percent) was not significantly higher, however, than the rate for white workers (8.7 percent), and (5) Inability to find jobs was due chiefly to lack of education, training, skills, or experience, according to 44 percent of the unemployed slum residents. Tables and charts are included. (ET)

VT 007 125   ED 022 966
Fuller, Gerald R.; Phipps, Lloyd J.
Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas. Degree to Which Families Are Satisfied with Selected Aspects of Family Life in an Economically Depressed Rural Area. Interim Report 3.

Illinois Univ., Urbana. Coll. of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.25   OEC-5-85-041   08
BR-5-0125
Pub Date - Sep68 23p.

*SOCIAL VALUES; SOCIALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED; DEPRESSED AREAS (GEOGRAPHIC); SOCIAL STATUS; SOCIAL ATTITUDES; FAMILY CHARACTERISTICS; *FAMILY ATTITUDES; FAMILY LIFE; *RURAL FAMILY; *DISADVANTAGED GROUPS
ILLINOIS; *PROJECT REDY

To identify aspects of family living which were satisfying to residents of low income areas 84 families representative of the total population of an economically depressed rural area and 31 severely disadvantaged families were interviewed. Some findings were: (1) Approximately 87 percent of families living in the area and 74 percent of the severely disadvantaged families considered themselves as not being greatly dissatisfied with family life, (2) Residents of economically depressed rural areas have low aspirations for economic success and derive their primary satisfaction from non-economic aspects of family living, (3) Families tended to value thing-oriented aspects of family living more than the people-oriented aspects, (4) They placed a higher value on consumer goods than on residences, and (5) They tended to value the aspects of social participation slightly more than family welfare. It would appear that the families living in the depressed rural areas have adjusted their value system so that they are able to gain the greatest satisfaction from those things which are most available to them. Additional reports of this series are available as VT 007 127 and VT 007 126 (ARM Summer 1969). (DM)

VT 007 126   ED 022 967
Fuller, Gerald R.; Phipps, Lloyd J.
Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas. Interim Report 2.

Illinois Univ., Urbana. Coll. of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.00   OEC-5-85-041   08
BR-5-0125
Pub Date - Sep68 18p.

SOCIAL ATTITUDES; SOCIALLY DISADVANTAGED; *SOCIAL STRUCTURE; *MIGRATION PATTERNS; ECONOMICALLY DISADVANTAGED; *RURAL FAMILY; FAMILY CHARACTERISTICS; DEPRESSED AREAS (GEOGRAPHIC); *RURAL AREAS; *DISADVANTAGED GROUPS; SOCIAL STATUS; SOCIAL CLASS
ILLINOIS; *PROJECT REDY

To explore the degree of upward social and occupational mobility which could be expected from residents of rural economically depressed areas under existing circumstances, interviews were conducted with a random sample of 85 families from an economically depressed county and 30 severely disadvantaged families. Some findings were: (1) The majority of families associated themselves with the middle-working and working classes, (2) Higher status social classes were not represented in the disadvantaged areas, (3) Higher social classes and high-ability youth and adults have left the areas, (4) Out-migration of disadvantaged families has created a serious problem for urban areas, (5) Nearly 80 in every 100 occupations in the area tended to fall below the middle occupational status on the hierarchy scale, (6) A large proportion of the severely disadvantaged families associate primarily with those in the lowest social class, and (8) The families held very positive values toward work. It was recommended that business, industry, and education join forces in a planned, systematic attack on economic and social programs. Other reports of this series are available as VT 007 127 and VT 007 125 (ARM Summer 1969). (DM)

VT 007 127   ED 022 968
Fuller, Gerland R.; Phipps, Lloyd J.
Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas. Interim Report 1.

Illinois Univ., Urbana. Coll. of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.05   OEC-5-85-041   08
BR-5-0125
Pub Date - Sep68 39p.

*VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; EDUCATIONAL INNOVATION; RURAL EDUCATION; RURAL DEVELOPMENT; CURRICULUM DEVELOPMENT; DEPRESSED AREAS (GEOGRAPHIC); CURRICULUM EVALUATION; SOCIOECONOMIC STATUS; RURAL FAMILY; *DEMONSTRATION PROGRAMS; PROGRAM DESCRIPTIONS; *RURAL YOUTH; *FAMILY PROGRAMS; FAMILY CHARACTERISTICS; PROGRAM DEVELOPMENT
ILLINOIS; *PROJECT REDY

A project for developing an effective vocationally-oriented educational program to utilize the capabilities of economically and socially handicapped rural youth was divided into five major phases: (1) an in-depth study of the characteristics of a cross section of families in which the model educational program was tried, (2) an in-depth study of the most severely disadvantaged, both economically and socially, (3) development of a tentative model educational program, (4) experimental evaluation and demonstration of the model, and (5) the final analysis of data and writing of final reports. Contained in the appendixes are the major event chart, information collected, instrumentation, and a list of phase I through phase IV activities. Interim reports II and III for this project are available as VT 007 126 and VT 007 125 (ARM Summer 1969). (DM)

VT 007 158   ED 023 897
Hamilton, James B.
Youth with Special Needs in Non-Metropolitan Ohio High Schools.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-16283, microfilm $3.25, xeroxed copy $11.50).
Pub Date - 67 239p.

*STUDENT CHARACTERISTICS; *DISADVANTAGED YOUTH; *RURAL AREAS; *HIGH SCHOOL STUDENTS; *EDUCATIONAL NEEDS; VOCATIONAL EDUCATION; GRADE 9
OHIO

To determine characteristics of students and aspects of vocational education programs essential to the serving of youth with special needs in rural Ohio high schools, 154 ninth grade youths with special needs were compared with 169 other ninth grade students. Analysis of variance and coefficient of correlation "t" test and chi square were used to establish significant differences and to examine relationships. Some findings were: (1) One of seven ninth grade students in rural Ohio high schools was considered to have special educational needs, (2) Boys identified as disadvantaged outnumbered girls by a ratio of three to two, (3) The greatest numbers of students were considered to be intellectually handicapped, educationally deprived, economically deprived and socially disadvantaged, (4) Very few students were considered to be ethnically disadvantaged or physically handicapped, (5) Youth with special needs were found to have larger families, more broken homes, and lower education and occupational levels of parents, (6) Youth with special needs had lower grades, higher rates of absence, lower reading levels, lower intelligence test scores, and lower educational and occupational aspirations, and (7) No significant differences were found in terms of race, place of origin, or whether or not the mother worked outside the home. (DM)

VT 007 436 ED 024 816
Mendelsohn, Harold, And Others
Operation Gap-Stop: A Study of the Application of Communications Techniques in Reaching the Unreachable Poor. Final Report. Vol. II.

Denver Univ., Colo.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.00 HC-$11.00 OEG-4-6-061231-2072 08
BR-6-1231
Pub Date - Feb68 218p.

*QUESTIONNAIRES; PUBLICIZE; *TELEVISED INSTRUCTION; PRODUCTION TECHNIQUES; INSTRUCTIONAL MATERIALS; *VIDEO TAPE RECORDINGS; INFORMATION DISSEMINATION; *ECONOMICALLY DISADVANTAGED; URBAN EDUCATION; ADULT EDUCATION; COMMUNICATION (THOUGHT TRANSFER); MASS MEDIA; *FAMILY LIFE EDUCATION; EDUCATIONAL TELEVISION
*PROJECT OPERATION GAP-STOP; DENVER; COLORADO

This compilation of appendixes to "Operation Gap-Stop: A Study of the Application of Communications Techniques in Reaching the Unreachable Poor, Vol. I" (VT 005 937) (ARM Summer 1969)includes the quesionnaire, the scripts for the eight television programs and promotional material used to conduct the project. (CH)

VT 007 782 ED 026 533
Eckstein, Otto
Education, Employment, and Negro Equality.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.40
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.
Pub Date - Oct68 26p.; Speech presented at Seminar on Manpower Policy and Program (Washington, D.C., April 18, 1968)

SPEECHES; *EDUCATION; *EMPLOYMENT; EQUAL EDUCATION; *EQUAL OPPORTUNITIES (JOBS); *NEGROES; *RACIAL DISCRIMINATION; NEGRO ACHIEVEMENT; PARENT RESPONSIBILITY; JOB DEVELOPMENT

An examination of the Negro unemployment problem, an explanation of an ultimate Negro objective of economic equality, and an overview of their present status is given. Within all occupational categories Negroes, on the average, have worse jobs at lower rates of pay. This is revealed even in broad occupational categories such as professional, white collar, and blue collar. To maintain their present rate of progress, Negroes will need increased high school and college attendance and completion in both absolute and relative numbers. The low rate of high school completion is the greatest single obstacle to economic equality. A policy to promote economic equality might include: (1) special federal grants based on performance set up to reward school districts whose outstanding job of helping children of the poor can be empirically measured, (2) an increase by colleges of their active search for Negro applicants, (3) an increase in parental encouragement and help, and (4) redesigning of jobs by employers. Economic progress may accelerate if Negro entrepreneurship and community responsibility in educational and manpower programs are increased. (EM)

VT 008 166
James, Rhett H.; Thomas, A. I.
Effective Trade and Industrial Programs for the Disadvantaged Persons with Special Needs.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 16p.; Speeches Presented at the Annual Vocational Convention of American Vocational Association (62nd, Dallas, Tex., Dec. 8, 1968). NASSTIE General Meeting.

*SPEECHES; *DISADVANTAGED GROUPS; *INDIVIDUAL CHARACTERISTICS; DISADVANTAGED ENVIRONMENT; *VOCATIONAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; PROGRAM IMPROVEMENT
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

A.I. Thomas reviewed the characteristics of persons with special needs and suggests some general solutions. Some of the programs and approaches which have been set up to deal with the problem are outlined, and recommendations given. H. Rhett James discussed differential disadvantagement due to race and some national training efforts directed at the disadvantaged. (EM)

PHILOSOPHY AND OBJECTIVES SECTION

VT 000 812
Results of Survey to Ascertain if the Arlington County Public Schools' Industrial Education Program is Organized and Attuned to Present Trends.

Arlington County Public Schools, Va. Dept. of Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 27p.

*INDUSTRIAL EDUCATION; TEACHER ATTITUDES; INDUSTRIAL ARTS; ADMINISTRATOR ATTITUDES; *TRADE AND INDUSTRIAL EDUCATION; *EDUCATIONAL OBJECTIVES; *PROGRAM EVALUATION; SURVEYS
*ARLINGTON COUNTY PUBLIC SCHOOLS; VIRGINIA

In 1965 a survey was conducted to ascertain whether the curriculum was attuned to present trends, goals, and objectives and to find out if program organization was properly planned for the students. A paper covering the objectives of industrial arts, an explanation of the industrial education program, and proposals for additional courses was written, reviewed, and rewritten. Each staff member submitted his philosophy, goals, and beliefs for industrial education, and from these, 36 statements were compiled. The paper, a chart which differentiated industrial arts and vocational education, the statements with instructions for their evaluation against six criteria, and a cover letter were mailed to county teachers, principals, and counselors, teacher educators, state directors and supervisors, and national leaders. The returns were tabulated in three groups: (1) county instructors, (2) supervisors, teacher educators, national leaders, and (3) principals and counselors. Statements receiving highest agreement concerned (1) development of safe working ability,(2) wise selection and safe use of hand and power tools, (3) development of attitude of perceiving practical problems as challenges, (4) provision for concrete achievement for slow learners, (5) improvement of students' self concept, and (6) personal awareness of social and personal traits which are essential for success. One of the seven conclusions was a comparison of statement rankings indicates considerable difference between teachers and administrators regarding the purpose, place, and methods of instruction for industrial education. (EM)

VT 001 507 ED 021 960
Vocational Education in the Public Schools. Bulletin Number 12.

California Teachers Association, Burlingame. Commission on Educational Policy
EDRS PRICE MF-$0.25 HC-$0.60
Pub Date - 65 10p.

*VOCATIONAL EDUCATION; *PUBLIC SCHOOLS; *EDUCATIONAL POLICY; GENERAL EDUCATION; PUBLIC OPINION; *SCHOOL ROLE
CALIFORNIA

This policy statement on vocational education was adopted by the State Council of Education on April 10, 1965. Vocational education should provide needed instruction in basic economics, the place of work in human affairs, the organization and management of work in contemporary society, the language and mathematics of work, the organization and self-determination of workers, the loyalties and attitudes of workers toward employment, and personal handling of money. The public school has the responsibility to make vocational education both attractive and respectable. The Commission feels that the following policy issues deserve notice: (1) All staff members should be aware of and take responsibility for the vocational development of students, among other growth objectives, (2) Vocational education should be included throughout the school program, (3) Instructional materials and procedures among school subjects should be mutually supportive, (4) Vocational teachers should feel themselves included in a pattern of joint instructional responsibility, and (5) The funds available for improving vocational education should go in all practicable ways into strengthening comprehensive schools and programs of instruction. (SL)

VT 001 528
Striner, Herbert E.
Training in the Perspective of Technological Change. Seminar on Manpower Policy and Program, Washington, D.C. February 5, 1965.

Manpower Administration (DOL), Washington, D.C. Office of Manpower, Automation and Training
MF AVAILABLE IN VT-ERIC SET.
Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210
Pub Date - Jan66 29p.

*TECHNOLOGICAL ADVANCEMENT; *EDUCATIONAL NEEDS; INTERAGENCY COOPERATION; *COOPERATIVE PLANNING; EDUCATIONAL COORDINATION; JOB TRAINING; *VOCATIONAL EDUCATION; JOB SKILLS; IMPROVEMENT; LABOR MARKET

We do not have definitive information concerning the extent of unemployment caused by technological change, but we do have good reason to believe that the rate of change has increased and that institutions have not kept pace with technological change. While larger numbers of labor force members are affected by skill obsolescence, there has also developed an increasingly imperfect market mechanism for labor. The basic point is that in order to provide for quicker anticipation of changes, better utilization of information, and development of new types of programs, our institutions concerned with education, placement, counseling, and the utilization of skills must have closer and new relationships. Our philosophy of education in this technologically advanced period must be geared toward a program of life-cycle education that permits people to return again and again for retraining or further education, with a minimal loss of income whenever the need is urgent. Military training is an example of one of a number of precedents for such a plan. The new educational institution must use complicated, sophisticated, job market surveys to devise curriculum content and assure variety of course offerings, with the advice and involvement of industry. State and Federal agencies must work out new, more effective survey and analytical techniques and more effective communication and cooperation with schools, industry, and other government agencies. Discussion followed the address by Dr. Striner, an economist. (ET)

VT 001 798
The Vocational Education Act of 1963, A Summary of Part A of Public Law 88-210.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
OE-80036
Pub Date - 65 14p.

*VOCATIONAL EDUCATION; *FEDERAL LAWS; *FEDERAL PROGRAMS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL OBJECTIVES
*VOCATIONAL EDUCATION ACT OF 1963

Presenting a summary of part A of the Vocational Education Act of 1963 for general public consumption, this document states that the Act authorizes Federal Grants to the States to assist them to maintain, extend, and improve existing programs of vocational education, to provide new programs of vocational education, and to provide part-time employment for youths who need financial assistance to continue their vocational training on a full-time basis. Major objectives presented are: (1) To Develop Occupational Abilities of All Americans, (2) To Develop Occupational Abilities on a Broader Program, (3) To Develop Occupational Abilities through Two 4-Year Programs, (4) To Develop Occupational Abilities through Cooperation and Flexibility, and (5) To Develop Occupational Abilities through Modernization and Expansion. Additional information is available from State Boards for Vocational Education, local public schools, and the United States Office of Education. (WB)

VT 001 906
Industrial Arts in Education.

American Vocational Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 19p.

*INDUSTRIAL ARTS; *EDUCATIONAL OBJECTIVES; *PROGRAM DESCRIPTIONS; *EDUCATIONAL POLICY
*INDUSTRIAL ARTS POLICY AND PLANNING COMMITTEE

The unique contributions of industrial arts are to: (1) provide experiences in a variety of industrial activities for guidance and informational purposes, (2) discover and develop interests and capabilities of students in technical and industrial fields, (3) develop technical problem solving skills related to industrial materials and elements of fabrication, (4) develop skill in the safe use of handtools and machines common to industry, and (5) understand, make and use working drawings, the language of industry, as applied to industria arts activities. Industrial arts is found at all instructional levels from the kindergarten through college and adult education. The basic subject areas are: (1) ceramics, (2) drafting, (3) electricity and electronics, (4) graphic arts, (5) metal working, (6) plastics, (7) power mechanics, (8) textiles, and (9) woodworking. The editorial committee has attempted to report what is believed to represent the common denominator for industrial arts in American education. A list of The Industrial Arts Policy and Planning Committee of the American Vocational Association is given. (EM)

VT 002 126 ED 021 965
Objectives for Vocational and Technical Education in Agriculture. Bulletin 1966, No. 4.

Office of Education (DHEW), Washington, D.C.
American Vocational Association, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.10
OE-81011
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.15).
Pub Date - 65 20p.

*VOCATIONAL AGRICULTURE; *TECHNICAL EDUCATION; *EDUCATIONAL OBJECTIVES; OFF FARM AGRICULTURAL OCCUPATIONS; *PROGRAM IMPROVEMENT; *AGRICULTURAL OCCUPATIONS; EDUCATIONAL NEEDS; EDUCATIONAL CHANGE; JOB SKILLS ; CAREER OPPORTUNITIES; JOB PLACEMENT; HUMAN RELATIONS; LEADERSHIP TRAINING

Agriculture teachers and supervisors may use this material in developing training programs to meet the educational needs of persons engaged in or preparing to engage in production agriculture and off-farm agricultural occupations. Vocational education in agriculture must contribute to the educational objectives of American public education, the preparation of persons for gainful employment, and the training and retraining of youth and adults. Major objectives of vocational and technical education programs in agriculture are : (1) to develop competencies in production agriculture and nonfarming agricultural occupations, (2) to develop in understanding of career opportunities in agriculture, (3) to secure satisfactory placement and to advance in agriculture, and (4) to develop human relations abilities, and abilities for effective leadership. The appendix describes the development of these objectives for agricultural education. (WB)

VT 003 392
Maley, Donald
Contemporary Methods of Teaching Industrial Arts. Bulletin Number 8.

American Industrial Arts Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
American Industrial Arts Association, 1201 16th St., N.W., Washington D.C. 20036 ($.50).
Pub Date - Jan65 18p.

*EDUCATIONAL METHODS; *INDUSTRIAL ARTS; *EDUCATIONAL PHILOSOPHY; *EDUCATIONAL OBJECTIVES

Industrial arts as an integral part of American education must plan an important role in these individual and national goals: (1) to guard the rights of the individual, (2) to provide for his fullfillment, (3) to enable him to achieve the promise that is in him, (4) to help him be worthy of a free society, and (5) to develop his capacity for strengthening a free society. The industrial arts teacher must examine the nature of his methodology to see if it educates for autocracy or democracy. Educational experiences will define the kinds of graduates and the kind of society for tomorrow. Methodology, content, and purposes have too often been separated for the sake of ease, convenience, and lack of foresight into their relatedness. Emphasis has been on the elements of a strong content which deals with programs, products, processes, occupations, and contributions of industry. The primary interest should be on the development of people. This emphasis on people would neccessitate a closer look at qualities of future citizens as well as some understanding of the changing society. Industrial arts can educate for flexibility that is needed. Its methodology can emphasize the individual, inquiry, an organismic psychology, a zest for learning spiral reinforcement and teachings as a creative art with a scientific base. Industrial arts methodology must seek its roots in the psychology, the sociology, and the technology of the age in which it operates. It will be contemporary to the degree that the profession moves from the mechanistic teaching approach to an approach that puts teaching in the realm of challenge and inquiry for both teacher and student. (EM)

VT 004 577
Hanumanthappa, Hanumanthappa Sanjeevappa
A Basis for Developing Programs of Adult Farmer Education in India.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-12, 205, microfilm $3.00, xeroxed $9.90).
Pub Date - 66 217p.

*AGRICULTURAL EDUCATION; *ADULT FARMER EDUCATION; *PROGRAM DEVELOPMENT; *FOREIGN COUNTRIES; TEACHER ATTITUDES; SUPERVISORS; ADMINISTRATOR ATTITUDES; TEACHER EDUCATORS; EDUCATIONAL PRINCIPLES; *EDUCATIONAL OBJECTIVES; DOCTORAL THESES
INDIA

The purpose of the study was to propose an adult farmer education program for India based on principles and objectives prevalent in the Midwestern United States. Data were collected with an opinionnaire from 31 supervisors and 38 teacher educators in seven states. The two groups indicated their relative agreement on 14 statements of principles and objectives. Strong agreement between the two groups existed for nine of the statements. Of the five remaining statements, supervisors and teacher educators were generally in agreement on two and generally in disagreement on three. Upon the basis of the findings, a program was proposed, and procedures to implement it through the community development program in India were suggested. This Ph.D. thesis was submitted to the University of Minnesota. (JM)

VT 005 002
Shoemaker, Byrl R.
A Position Paper on Vocational Education in the Public Schools.

Ohio State Dept. of Education, Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 11p.

*VOCATIONAL EDUCATION; *EDUCATIONAL PHILOSOPHY; ACADEMIC ACHIEVEMENT; TEACHER INFLUENCE; COMPREHENSIVE PROGRAMS; *PUBLIC SCHOOLS
OHIO

The primary purpose of vocational education is to equip persons for useful employment. Vocational education helps to give definite purpose and meaning to education by relating it to occupational goals. Vocational education is not a discipline, but it cuts across and draws content from a number of disciplines and from the practical work of the world. A research study completed by the Division of Vocational Education in Ohio revealed that students enrolled in depth programs of vocational education in the trade and industrial field achieved significantly higher scores on trade achievement tests than did students who were enrolled in programs requiring less of the students' time for vocational education. Another research study, also concerned primarily with trade and industrial education, pointed up the importance of competence in occupational skills and knowledge on the part of the teacher as being the one teacher factor making a significant contribution to student achievement. Other significant findings of these two studies are listed. (PS)

VT 005 126
Weber, Earl M.
The Role of Industrial Arts in Tomorrow's Schools. Bulletin Number 9.

American Industrial Arts Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12p.

*INDUSTRIAL ARTS; *GENERAL EDUCATION; *STUDENT DEVELOPMENT; *SKILL DEVELOPMENT; *EDUCATIONAL OBJECTIVES

Certain fundamental skills are needed by everyone who aspires to become a truly educated man and to find the place or job in which he can be most effective. The skills which are needed by the liberally educated person of tomorrow are the skills of (1) being flexible, (2) being creative, (3) making wise choices, (4) learning to know one's self, (5) understanding others, and (6) knowing how to learn. Education for flexibility should include the application of broad principles and not narrow mechanistic operations. While creativity as a skill probably cannot be taught, we can at least provide an environment in which it can be developed. Discerning teachers can advise and encourage, help analyze decisions which have been made, and provide opportunities for decision making. The importance of self knowledge is self evident and its attainment must be the concern of teachers. Understanding of others should imply not only comprehension but also tolerance, sympathy, and indulgence, and it should be used to eliminate decisions and action based on bias, prejudice, hatred, and ignorance. Learning how to learn should stem from self-educative experiences and teacher models. Senior high industrial arts programs in the future should have three emphases, i.e., preprofessional, pretechnical, and individual curriculums. (EM)

VT 005 254 ED 026 474
Simpson, Elizabeth, Ed.; Manning, Doris, Ed.
Recommendations from the White House Conference on Children and Youth for Home Economics Teachers on The Family Today. Part 2.

National Education Association, Washington, D.C. Dept. of Home Economics
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($.50).
Pub Date - 61 34p.

*HOME ECONOMICS EDUCATION; *FAMILY RELATIONSHIP; LEISURE TIME; DEMOCRATIC VALUES; PARENT EDUCATION; *PARENT CHILD RELATIONSHIP; FAMILY LIFE EDUCATION; *FAMILY ROLE; *FAMILY PROBLEMS; FAMILY (SOCIOLOGICAL UNIT); FAMILY PROJECTS; SOCIAL ATTITUDES; FAMILY ENVIRONMENT

Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education and 14 of these recommendations form the basis for this publication, and for Part I, available as VT 005 255 (ARM Summer 1969). Part II contains four articles on problems of families which affect their school-age members. Each chapter begins with a presentation of one of several reommendations made at the White House Conference to solve these problems. A brief discussion of related materials drawn primarily from survey and reference papers prepared for the conference participants follows. Finally, suggestions are given for implementing the recommendations in the home economics programs. Chapters cover: (1) Family Life and Leisure Activities, (2) Teaching Values Through Family Recreation, considering the need for values as well as the evaluation and planning of family recreation, (3) Family Guideposts to Social Behavior, describing establishments and activities of parent education programs, and (4) The Family and Citizenship Education discusses the role of the home, community, and home economics teacher. This document contains a list of references. (FP)

VT 005 255 ED 026 475
Simpson, Elizabeth, Ed.; Manning, Doris, Ed.
Recommendations from the White House Conference on Children and Youth for New Home Economics Teachers on The Family Today. Part I.

National Education Association, Washington, D.C. Dept. of Home Economics
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($.75).
Pub Date - 61 50p.

*HOME ECONOMICS EDUCATION; *FAMILY RELATIONSHIP; PARENT CHILD RELATIONSHIP; *FAMILY ROLE; CHILD DEVELOPMENT; *FAMILY LIFE EDUCATION; ADOLESCENTS; FAMILY (SOCIOLOGICAL UNIT); *FAMILY PROBLEMS; FAMILY ENVIRONMENT; FAMILY MOBILITY; NUTRITION

Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education, and 14 relevant recommendations form the basis for this publication and for Part II, available as VT 005 254 (ARM Summer 1969). This document, Part I, contains four articles on family problems which affect school-age members. Each chapter begins with a presentation of one or several reommendations made at the White House Conference to solve these problems. A brief discussion follows of related material drawn primarily from survey and reference papers prepared for the conference. Finally, suggestions are given for implementing the recommendations in the home economics program. The Role of The Family Today, described in Chapter I, considers the family as society's basic unit, contemporary family problems, and the role of home economics in solving problems. Chapter 2 emphasizes the need for and implementation of family life education. Family communication, understanding, values, and masculine and feminine roles, among other topics, are considered. Other chapters deal with the effects of mobility and family nutritional problems. The document contains a list of teacher aids. (FP)

VT 005 594
Hornbake, R. Lee
New Horizons in Industrial Arts. Bulletin no. 7.

American Industrial Arts Association, Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($.50).
Pub Date - Nov64 16p.; Speech given before 26th Annual Convention of American Industrial Arts Association, Washington, D.C., March 30, 1964.

*INDUSTRIAL ARTS; *EDUCATIONAL PHILOSOPHY; EDUCATIONAL PLANNING; *TECHNOLOGICAL ADVANCEMENT; *EDUCATIONAL OBJECTIVES; *TEACHER EDUCATION

Technological developments during and after World War II altered our civilization in many and diverse ways, and attitudes toward these developments crystalized in October of 1957 with the orbiting of Sputnik. Such international events often affect education specifically. Because national goals are molded thrugh education, an effective educational program depends greatly on our "preferred values" or upon our philosophy of life for these serve as a basis for educational programs. In addition to national goals, there are at least three building blocks from which an educational program is constructed: (1) new knowledge, (2) new findings in behavioral sciences and (3) the creative function of education. Against such a bakcground of change, industrial arts has arole in the expanding function of education for fulfilling our national mission. It should pursue the more sophisticated techniques which are basic to our industries. Moreover, pre-service and inservice teacher education in industrial arts should be remodeled and basic standards established; for of the several new horizons teacher education is primary. (EM)

VT 006 727 ED 025 626
Weinberg, Paul, Ed., And Others
Human Values and Technological Change, Annual Conference (17th, May 16-17, 1967).

McGill Univ., Montreal, Canada. Industrial Relations Centre
EDRS PRICE MF-$0.50 HC-$5.70
Industrial Relations Centre, McGill University, 1001 Sherbrooke Street, West, Montreal 2, Quebec ($3.00).
Pub Date - 67 112p.

*TECHNOLOGICAL ADVANCEMENT; *VALUES; *WORK ENVIRONMENT; SOCIAL CHANGE; *CONFERENCE REPORTS; SOCIAL CHARACTERISTICS; BEHAVIOR CHANGE; HUMAN RELATIONS; MANAGEMENT; WORK ATTITUDES; EMPLOYER EMPLOYEE RELATIONSHIP; SPEECHES; VOCATIONAL ADJUSTMENT; CHANGING ATTITUDES; INDUSTRIALIZATION
*ANNUAL CONFERENCE ON HUMAN VALUES AND TECHNOLOGICAL CHANGE, MAY 16-17, 1967

The purpose of this conference was to consider the crucial question concerning a high level of technology in an industrial society which constantly creates new needs and makes new demands upon itself: can human values still be maintained? Is the technology itself the primary determinant or are human beings still able to formulate their own values? Discussion of the central topic ranges from a comprehensive overview of the quality of our lives to current attitudes concerning managerial approaches to change. One approach to the problem of change within an organization also sought to develop a systematic cause and effect relationship concerning the environment of the worker. In "The Worker: Insecurity, Fear and Resistance to Change," C.R. Brookbank states: "While a systems approach to business and industry is becoming popular in relation to the deployment of money, materials or machinery, a similar focus on human behavior in organizations is only now receiving the concentrated attention of scholars." Four other addresses, with ensuing discussions and a symposium, are included. (CH)

VT 007 187 ED 023 905
Occupational Education in the Great Cities; A Statement of Position and Critical Concerns.

Research Council of the Great Cities Program for School Improvement, Chicago, Ill.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
Pub Date - 68 15p.

*VOCATIONAL EDUCATION; *URBAN AREAS; *EDUCATIONAL PROBLEMS; *EDUCATIONAL OBJECTIVES; URBAN EDUCATION; URBAN SCHOOLS; EDUCATIONAL POLICY; EDUCATIONAL PHILOSOPHY; EDUCATIONAL FINANCE; LEGISLATION; COOPERATIVE PLANNING; PROGRAM DEVELOPMENT

A position statement developed by representatives of 16 cities to broaden vocational education opportunities and improve program quality resulted in the following principles: (1) Programs of occupational education must be an integral part of the educational process, (2) Occupational education must be sufficiently broad and varied in scope and be offered at all levels of career preparation, (3) Occupational education must develop from a broad base in the early years to more specialized programs in later years. (4) Occupational education must provide opportunities for continuing programs beyond the secondary level, (5) Organization of programs of occupational education must realistically serve the individual needs of the students enrolled, and (6) Community involvement should be encouraged to promote understanding and support and to assure that programs are timely and relevant. Critical issues facing urban occupational education relate to: (1) distribution of funds, (2) duplication and fragmentation of services, (3) serving all youth and adults, (4) assuming greater responsibility in development of state plans, (5) providing occupationally oriented education at earlier ages, (6) more research and development, (7) strengthening cooperative relationships, (8) extending and improving guidance services, and (9) providing an adequate level of financial support. (DM)

VT 007 249 ED 023 913
Yagi, Kan, And Others
The Design and Evaluation of Vocational Technical Education Curricula Through Functional Job Analysis. Final Report.

George Washington Univ., Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.10 OEG-2-6-061659-2085 08
BR-6-1659

Pub Date - Aug68 100p.

*TAXONOMY; *EDUCATIONAL OBJECTIVES; *VOCATIONAL EDUCATION; *JOB ANALYSIS; *CURRICULUM DESIGN; CURRICULUM EVALUATION; INDUSTRIAL EDUCATION; MODELS

To develop a taxonomy of vocational-industrial education objectives which would provide a framework or structure for evaluating and comparing existing programs, and be useful in eventually establishing criteria for the design and development of a radically different comprehensive curriculum, a project was undertaken to apply a taxonomic scheme to the problems of vocational education curriculum, methods, and objectives. Educational objectives were classified in a 36 cell, three dimensional matrix according to Fine's functional job analysis scheme, used in the "Dictionary of Occupational Titles." As a result of a pilot effort, it was found that: (1) The background and training of the raters does not affect their ability to apply the taxonomy, (2) The taxonomy is equally applicable to any vocational course, and (3) The taxonomy provided a relatively concise framework for ordering almost 20 disparate objectives. The final phase of the research was designed to demonstrate that the taxonomy could be used profitably to describe, analyze, and compare the existing vocational-industrial education curricula of two high schools. Data collected by interview resulted in the conclusion that the taxonomy system can be of considerable value in preparing objectives and developing curriculums. Its usefulness in analyzing and evaluating current programs is limited. (DM)

VT 008 216
Morse, Wayne
Education for Jobs in a Technological Society.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 9p.; Speech Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, December 10, 1968). Second General Session.

*VOCATIONAL EDUCATION; *EDUCATIONAL LEGISLATION; *SCHOOL INDUSTRY RELATIONSHIP; *EDUCATIONAL PHILOSOPHY; *SPEECHES; TECHNOLOGICAL ADVANCEMENT; PROGRAM IMPROVEMENT
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

The concept of an educational "partnership" was the partnership of business and education which gave vocational education its first national mandate with the Smith-Hughes Act of 1917. It was a kind of partnership between the American Vocational Association and Congress which developed the two principal vocational enactments of this decade, in 1963 and 1968, and it will be the continued partnership of business, industry, vocational educators, and government which will be needed to translate 1968 amendments into action which is educationally relevant to our times. If America is to survive as a free democracy in this new technological society in which we live, we must thoroughly re-examine our education philosophy. We must overhaul our educational system and design programs which are calculated to prepare our citizens, and particularly our youngsters, for life in a world of work which demands skilled workers. (CH)

RESEARCH DESIGN AND RESEARCH DEVELOPMENT SECTION

VT 001 508 ED 021 961
Mehta, M.M.
Program of Research in the Field of Human Resources Development with Special Reference to Asia and the Far East; Annotated List of Research Projects Completed and Proposed.

United Nations Asian Inst. for Economic Development and Planning, Bangkok (Thailand)
EDRS PRICE MF-$0.25 HC-$2.10
Pub Date - 66 40p.

*HUMAN RESOURCES; INTERNATIONAL ORGANIZATIONS; INTERNATIONAL PROGRAMS; RESEARCH PROJECTS; RESEARCH PROPOSALS; *MANPOWER DEVELOPMENT; VOCATIONAL EDUCATION; *RESEARCH REVIEWS (PUBLICATIONS); *FOREIGN COUNTRIES
ASIA; FAR EAST

Summaries of nine research projects completed and 26 research projects proposed or in progress, titles of papers produced in coordinated research and teaching programs, and a list of 13 international, national, or regional, seminars, conferences, or expert working group meetings contributing to human resources development in Asia and the Far East are presented. Completed research projects include (1) Survey of Documentary Material on Human Resources Development with Special Reference to Asia and the Far East, (2) National Planning of Vocational Training, (3) Impact of Industrialization on Employment in United Nations Economic Commission for Asia and the Far East (ECAFE) Countries, (4) Agricultural Manpower Planning as an Integral Part of National Development, and (5) Training in Manpower Statistics. Projects proposed or in progress include (1) Human Resources Development--Principles and Problems, (2) Basic Statistics Relating to Human Resources Development in Asia and the Far East, (3) Mobilization of Human Resources for Economic Development in ECAFE Countries, and (4) The Impact of Agrarian Reforms on Rural Employment. (WB)

VT 002 335 ED 022 845
Christensen, Virgil E.
Special Training Project for Educational Researchers in the Nation's Large Cities. December 1, 1966-January 31, 1967. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.95 OEG-3-7-070402-1616 24
BR-7-0402

Pub Date - Mar67 77p.

*VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; RESEARCH NEEDS; RESEARCH PROPOSALS; *INSTITUTES (TRAINING PROGRAMS); *URBAN AREAS; *EDUCATIONAL RESEARCHERS; EDUCATIONAL PROBLEMS

A vocational-technical education research institute provided training for 40 members of educational research staffs, the majority of them from larger cities (over 100,000 population), the others from universities, regional education laboratories, state education departments, and research coordinating units. Objectives of the program focused on the role and function of research in shaping vocational-technical education programs in the nation's big cities. An effort was made to up-grade the trainees' research competence and to familiarize them with available resources. The 5-day instructional phase of the program ran in conjunction with the annual meeting of the American Vocational Association, giving trainees an opportunity to participate in selected aspects of the convention program and providing a source of professional resource persons. The agenda included lecture-discussion presentations, panel discussions, individual and team discussion sessions with project staff, and small group meetings wherein 10 teams of four people identified a priority problem in vocational education, then designed and developed a proposal outline for researching the problem. Appended are publicity materials, a list of participants, and the 40-page proposal outlines for 10 priority-problem studies. (MM)

VT 003 369 MP 000 159
Harms, Louis T., And Others
Development of Models for Projecting Employment by Industry and by Occupation for Counties, Labor Market Areas, or Standard Metropolitan Statistical Areas, Applied to Case I, Silver Bow County, Montana.

Temple Univ., Philadelphia, Pa. Bureau of Economics and Business Research
EDRS PRICE MF-$1.25 HC-$13.65
Pub Date - Jan66 271p.

*EMPLOYMENT PROJECTIONS; EMPLOYMENT TRENDS; *EMPLOYMENT STATISTICS; EMPLOYMENT OPPORTUNITIES; INDUSTRY; OCCUPATIONS; STATISTICAL DATA; *MODELS; METHODS RESEARCH; ECONOMIC FACTORS; SOCIOECONOMIC INFLUENCES; DATA ANALYSIS; LABOR ECONOMICS; GEOGRAPHIC REGIONS
SILVER BOW COUNTY; MONTANA

Developing models for projecting employment by industry and occupation in areas smaller than states was the purpose of this study. Information from the national and local census, national and state studies of productivity of manufacturing and other industries, studies on the location of industries using Standard Metropolitan Statistical Area data, and relevant literature was used. The analysis of employment by industry proceeded by eight steps which involved adjusting census data to compensate for shifts in industrial classifications and underenumeration, categorizing industries, approximating future employment, and demonstrating the method by making a short-term forecast. The analysis of employment by occupation used a similar procedure. A number of techniques for evaluating the various influences affecting future employment were incorporated into the models. The application of the models to Silver Bow County, Montana, in which mining is the major industry was demonstrated that (1) The model can be applied, (2) More factors affecting employment in an area were brought to bear than usually seems to be the case, (3) This procedure uncovers many aspects of the economy of an area which would be glossed over with grosser methods, (4) Where data for counties are lacking, inferences may be made on the basis of regional, state, or national data, and (5) It is highly appropriate to incorporate the results of overall national studies done for all states or for all counties or for particular national industries when applying the model to counties. There are 31 detailed statistical tables in the body of the report and an additional 46 tables in the appendixes. (ET)

VT 003 601 ED 026 459
Berman, Abraham J.; Dorfman, Sheldon
The New York State Department of Labor's Manpower Projections for the State and Its Areas: A Preliminary Report on Methodology. Special Labor News Memorandum 111.

New York State Dept. of Labor, Albany. Div. of Research and Statistics
EDRS PRICE MF-$0.25 HC-$1.95
Pub Date - 8Feb67 37p.

*RESEARCH METHODOLOGY; *EMPLOYMENT PROJECTIONS; *MANPOWER UTILIZATION; *OCCUPATIONAL CLUSTERS; *INDUSTRY; OCCUPATIONAL INFORMATION; STATISTICAL DATA; OCCUPATIONAL SURVEYS; EMPLOYMENT STATISTICS; LABOR FORCE; EMPLOYMENT OPPORTUNITIES; STATISTICAL ANALYSIS; COMPARATIVE ANALYSIS
NEW YORK

Projections of the number of jobs in 1970 and 1975, by occupation and industry, for New York State and its 11 major industrial areas are being developed through techniques described in this publication. The five major steps are: (1) to establish the number in the labor force by age and sex, (2) to establish the number of nonfarm and salary jobs by industry, (3) to establish the total number of jobs by industry, (4) to reconcile conceptual differences, and (5) to construct a matrix of the total number of jobs by occupation and industry division so that the industry totals correspond to the previously estimated figures. In the effort to fit the data from various sources together, it is necessary to find and add data to fill the gaps. Previous estimates have been off to some extent in absolute dimension but they have indicated the direction of change in various occupational fields and illuminated the problems of manpower. Tables in the document present New York 1960 data concerning the census population and labor force, total jobs by class of worker, reconciliation of the work force and labor force, census employment by occupational group and industry division, and adjustment of labor force participation rates to an annual basis. (DM)

VT 004 485 ED 026 463
Bachman, Jerald G., And Others
Youth in Transition. Volume I, Blueprint for a Longitudinal Study of Adolescent Boys.

Michigan Univ., Ann Arbor. Survey Research Center
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.25 HC-$13.80
Institute for Social Research, The University of Michigan, 426 Thompson Street, Ann Arbor, Michigan 48106 ($3.50).
Pub Date - 67 274p.

*LONGITUDINAL STUDIES; GRADE 10; *NATIONAL SURVEYS; MALES; ENVIRONMENTAL RESEARCH; INSTITUTIONAL RESEARCH; PERSONALITY STUDIES; RESEARCH DESIGN; *RESEARCH METHODOLOGY; *ADOLESCENTS; *SOCIOLOGICAL STUDIES; QUESTIONNAIRES; MEASUREMENT INSTRUMENTS; INTERACTION PROCESS ANALYSIS

This first volume of a planned series summarizes the first 2 years of a 6 year national longitudinal study of about 2,200 tenth grade boys in public schools. The broad purposes were to study the student and his changes, plans, and behavior. "Conceptual Framework and Purposes" presents a conceptual framework that views the major criterion areas of growth and change as determined by personal characteristics, characteristics of environments, and person-environmental interaction. "Research Design" gives the design and general procedures. "Measurement Content" presents a complete list of dimensions, measurement procedures, and relevant reliability and validity information. "Analysis Design" discusses broad strategies. "Major Themes of Analysis" describes in detail major substantive interests for later study including schools as organizations. "Epilogue" describes the sample schools and boys. There are no findings presented, rather a description of the total plan for the study is given. The appendix includes several questionnaires and measurement instruments. (EM)

VT 004 685 ED 026 464
Kaufman, Jacob J., And Others
The Development and Utilization of Human Resources; A Guide for Research.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$4.65
Pub Date - Jul67 91p.

*HUMAN RESOURCES; *RESEARCH PROBLEMS; *RESEARCH NEEDS; *MANPOWER DEVELOPMENT; LABOR SUPPLY; HUMAN CAPITAL; VOCATIONAL EDUCATION; LABOR MARKET; OCCUPATIONAL MOBILITY; MANPOWER NEEDS; MANPOWER UTILIZATION

These guidelines give specific suggestions as to where research resources might be employed to yield greatest returns in terms of usefulness for the formulation and implementation of public policies with respect to the development, allocation, and utilization of human knowledge and skills in our rapidly changing economy. Longitudinal studies are suggested to determine more precisely the kinds of economic, psychological, and sociological problems encountered by the disadvantaged over time, the reasons for their existence, and the most promising policy approach to mitigate and deal with these problems. Eight seminars were conducted for the development of this research guide and related subjects, and the results of these discussions and analyses are included. As a result of their work, four major subject-matter areas were suggested, namely, Human Resources Investment, Supply, Demand, and Market and Mobility. Each of these areas is broken down into specific research topics with an indication of priority, and covering a wide range of material related to economic and non-economic factors. (FP)

VT 004 903 ED 024 769
Training and Reference Manual for Job Analysis.

Bureau of Employment Security (DOL), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.00
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.60).
Pub Date - May65 98p.

*JOB ANALYSIS; *REFERENCE MATERIALS; *INSTRUCTIONAL MATERIALS; *RESEARCH TOOLS; *RESEARCH METHODOLOGY; MANUALS; SCHEMATIC STUDIES; OCCUPATIONAL INFORMATION; OCCUPATIONAL SURVEYS; RECORDS (FORMS); INFORMATION NEEDS; INFORMATION PROCESSING

Devoted to an explanation of the procedures used to analyze jobs and to record the analyses using the format of the Job Analysis Schedule of the U.S. Employment Service, this manual may be used in formal training courses or for self-training in job analysis. The categories necessary for a complete analysis of a job are what the worker does, how he does it, why he does it, and the skill involved in doing it. This information is used in such activities as recruitment and placement, vocational counseling, job and employee evaluation, training, and labor relations. The job analysis schedule is divided into informational areas of (1) identification data, (2) work performed, (3) sources of workers, (4) performance requirements, (5) comments, and (6) physical demands. A description of items within each informational area includes a discussion of procedures and methods used to secure detailed, valid analysis schedule and offers the analyst a opportunity to present such information as purpose of the plant, plant environment, plant placement policies, and plant organization. Examples of completed job analysis forms are given in the appendixes. (HC)

VT 005 401
Knox, Ghernot L.
Massachusetts Vocational Education Research Coordinating Unit, Second Report for the Period October 1 to December 31, 1967.

Massachusetts Vocational Education Research Coordinating Unit, Woburn
MF AVAILABLE IN VT-ERIC SET. OEG-1-062733-2078
Pub Date - 67 9p.

*RESEARCH COORDINATING UNITS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *STATE PROGRAMS
*MASSACHUSETTS VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT

Unit activities during the reporting period included: (1) continuing work on establishin a Vocational Educational Information System, (2) mailing a bulletin to all vocational schools inquiring about staff member interest in working cooperatively with the Unit, (3) continuing the advisory Council State Vocational Education Study, (4) participating in conferences to determine what technical education should be provided in community colleges, (5) developing an occupational interest survey, (6) developing and disseminating a brochure of objectives and services of the Unit, (7) publishing articles about the Unit in the Massachusetts Teachers' Association Journal, and (8) providing information to researchers and other persons on various subjects related to vocational education. Lists of 20 Unit activities planned for the near future and of Massachusetts vocational education research projects are included. (MM)

VT 005 405
Kosaki, Richard H.; Lynn, David R.
Quarterly Technical Progress Report. Sixth, October 1, 1967-December 31, 1967.

Hawaii Vocational Education Research Coordinating Unit, Honolulu
MF AVAILABLE IN VT-ERIC SET. OEG-4-6-062761-2145 08
BR-6-2761
Pub Date - 67 9p.

*RESEARCH COORDINATING UNITS; *PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; STATE PROGRAMS
*HAWAII VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT

The major activities of the reporting period were: (1) compiling a research project titled "A Survey of Educational Activities Within Business-Industry and Expectations Concerning Public Education" for the State Commission on Manpower and Full Employment, (2) planning and developing plans for secondary vocational-education programs in the State, (3) continued exploring of problem areas to warrant proposal development for Small Project Research funding out of Region IX, (4) developing research problem statements contained in portions of "A State Master Plan for Vocational Education," (5) maintaining working relationships with other organizations concerned with employment, human resources, and education, and (6) disseminating vocational-technical education materials and completing a third bibliography of research reports, pamphlets, and other documents in the Unit's resource library. (MM)

VT 005 406
Price, Joel W.
New Mexico Research Coordinating Unit. Progress Report, December 1, 1967-February 29, 1968.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
MF AVAILABLE IN VT-ERIC SET. OEG-7-063028-1591 08
BR-6-3028
Pub Date - 15Mar68 9p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *STATE PROGRAMS; *PROGRAM DESCRIPTIONS
*NEW MEXICO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT

Activities and accomplishments during the report period include the: (1) completion of the statewide recurring manpower survey of towns over 2,000 population, (2) completion of a survey to determine priorities of activities of vocational agriculture teachers, (3) funding of six position papers to be used by the Eight-State Designing Education for the Future Project, (4) continuation of the policy of encouraging the expanded use of the ERIC microfilm library, (5) work with committees in projecting an area vocation school, (6) collection of data for writing a state plan for vocational education with emphasis on post-secondary vocational education, (7) initiation and funding of three followup studies at Hobbs Junior College, Roswell Campus of Eastern New Mexico University, and Albequerque Technical-Vocational Institute, (8) completion of the mobile laboratories experimental facility for engineering technology project and use of the equipment to teach basic electricity and electronics at two rural high schools, (9) completion of the waitress and food handling occupations training program evaluation projects, (10) and cooperation with the U.S. Office of Education and Eastern New Mexico University to provide a summer workshop for teachers of office occupations. (MM)

VT 005 555
Hailes, Charles W.; Very, Philip S.
Establishment of an Occupational Research and Development Coordinating Unit for the State of Rhode Island. Progress Report, January 1, to March 31, 1968.

Rhode Island Occupational Research and Development Coordinating Unit, Providence
MF AVAILABLE IN VT-ERIC SET. OEG-1-6-062776-2142 08
BR-6-2776
Pub Date - 26Apr68 4p.

*RESEARCH COORDINATING UNITS; *STATE PROGRAMS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; INFORMATION DISSEMINATION
*RHODE ISLAND OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT

The Research Coordinating Unit (RCU) continued to emphasize the dissemination function, especially of research finding accumulated at the Educational Resources Information Center, by mailing monthly RCU bulletins to all interested individuals throughout the state and providing assistance and information at the Unit's facilities. In addition, the Unit continued to perform its duties of stimulating, encouraging, and aiding vocational research by meeting with interested persons and offering advice on research proposals. Although there is a problem of support for localized research, a transfer of federal funds was approved to finance a small research project to evaluate teacher training in vocational education throughout the State. A complete report should be available by August 1968. The Unit is submitting a research project for studying the interpretation of drawings during the guidance process in occupation selection and has also been given the responsibility for preparing the vocational section of an all-college proposal to be submitted under the Professional Practices Act. In addition to the usual local meetings the RCU has attended, a member of the Unit attended the (1) Vocational Guidance Information Systems conference in Manchester, New Hampshire, (2) The American Vocational Education Research Conference in Chicago, (3) the Regional Conference for RCU's in Albany, New York, (4) the American Institute for Research in Pittsburgh, and (5) the National Diffusion Conference on the Diffusion of Educational Ideas. (MM)

VT 006 370 ED 025 616
Hensel, James W.
A Planning Study to Determine the Feasibility of a Research Project Concerning Employment Opportunities and Training Needs in Farming and Off-Farm Agricultural Business and Industry. Final Report and Proposal for Research.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education, Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.60 OEG-0-8-078459-1875 08
BR-7-8459

Pub Date - Jul68 70p.

*AGRICULTURAL EDUCATION; *AGRICULTURAL OCCUPATIONS; *RESEARCH PROPOSALS; *CURRICULUM DEVELOPMENT; RESEARCH DESIGN; *FEASIBILITY STUDIES; VOCATIONAL AGRICULTURE; AGRICULTURAL RESEARCH PROJECTS; EDUCATIONAL RESEARCH; ECONOMIC RESEARCH; OCCUPATIONAL CLUSTERS; MANPOWER NEEDS; PROGRAM PLANNING; DEMONSTRATION PROJECTS; CURRICULUM DESIGN; EDUCATIONAL NEEDS
*PROJECT AGRICULTURE; CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION; OHIO STATE UNIVERSITY

The combined efforts of the U.S. Departments of Agriculture, Commerce, Labor and the Office of Education in addition to those of agricultural educators and leaders were utilized to develop a long-range project for education in agriculture through determining employment opportunities and training needs in farming and off-farm agricultural business and industry. The major end result was the research proposal entitled, "Project Agriculture: A Program for Curriculum Development in Vocational Education." Some specific objectives of the project were: (1) to identify existing major occupational categories and job titles in agricultural businesses and industries, (2) to determine manpower requirements, (3) to develop a master plan for vocational education in agriculture, (4) to develop and conduct pilot training programs, and (5) to provide a mechanism for continual updating of agricultural occupational data. A major purpose of Project Agriculture is to determine the nature and extent of educational needs uniquely associated with employment opportunities in the farm and off-farm agricultural industry and to develop appropriate curriculum programs for each of the seven areas of agricultural instruction in vocational education. The project would serve as a demonstration effort for all areas of vocational education. The project proposal is included. (DM)

VT 006 376 ED 026 485
Palomba, Neil A., Ed.; Jakubauskas, Edward B., Ed.
An Interdisciplinary Approach to Manpower Research.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center
EDRS PRICE MF-$1.00 HC-$12.45
Pub Date - 68 247p.

*INTERDISCIPLINARY APPROACH; *MANPOWER NEEDS; *MANPOWER DEVELOPMENT; *RESEARCH PROJECTS; ECONOMIC DEVELOPMENT; RESEARCH NEEDS; RESEARCH METHODOLOGY; SOCIAL CHARACTERISTICS; PSYCHOLOGICAL CHARACTERISTICS; *CONFERENCE REPORTS; RESEARCH UTILIZATION; SPEECHES; ECONOMIC RESEARCH; VOCATIONAL SCHOOLS; VOCATIONAL EDUCATION; RESEARCH COORDINATING UNITS; TECHNOLOGICAL ADVANCEMENT; INSTITUTES (TRAINING PROGRAMS)
*SUMMER MANPOWER RESEARCH INSTITUTE, AMES, IOWA, JUNE 12-16, 1967

To promote better quality research, application of research to action programs, and effective instruction in colleges and universities, a manpower research institute was held at Iowa State University, June 12-16, 1967. Major papers relating to research programs covered: (1) an interdisciplinary approach, (2) the U.S. Department of Labor programs, (3) the U.S. Office of Education programs, (4) programs in the hard-core ghetto, and (5) health programs. Speeches related to regional and area development covered: (1) multi-county functional economic areas, (2) program planning, (3) area vocational schools and community colleges, and (4) state research coordinating units. Topics related to psychological research were: (1) psychological theory and manpower, (2) psychological determinants of occupations, (3) organizational theory and manpower withdrawal, and (4) experimentation in organizational behavior. Discussion of sociological and anthropological research included: (1) changing conceptions of work, (2) the older citizen, and (3) the office as a new type of mass production factory. Methodology and research trend topics included: (1) using computers in searching for jobs and employees, (2) population surveys, (3) allied health manpower, and (4) research needs. Manpower research fellowships were awarded to 29 full-time college and university professors. (DM)

VT 006 910 ED 022 954
Elson, Donald Eugene
Abstracts of Studies in Vocational Education.

Kansas Vocational Education Research Coordinating Unit, Topeka
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$ 4.30 OEG-6-062725-2211 08
BR-6-2725

Pub Date - Aug68 84p.

*ABSTRACTS; *EDUCATIONAL RESEARCH; *AGRICULTURAL EDUCATION; *HOME ECONOMICS EDUCATION; MASTERS THESES
KANSAS STATE UNIVERSITY

Abstracts of research studies in vocational education provide a source of information for the researcher, the teacher, and the education community. Included are 48 masters' reports and theses in agriculture and home economics education completed at the Kansas State University during the period 1963 through 1968. The purpose, methodology, and findings are given for each study, and a subject and author index are included. (DM)

VT 007 194 ED 026 500
Zancanella, James, Comp.; Lein, Charles, D., Comp.
Selected Proceedings and Information from the 1967 Summer Workshop in Research in Vocational-Technical Education.

Wyoming Univ., Laramie. Coll. of Education
Wyoming State Dept. of Education, Cheyenne
Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
EDRS PRICE MF-$0.50 HC-$6.35
Pub Date - 67 125p.

WORKSHOPS; *CONFERENCE REPORTS; *VOCATIONAL EDUCATION; SEMINARS; *EDUCATIONAL RESEARCH; OCCUPATIONAL GUIDANCE; RESEARCH COORDINATING UNITS; *RESEARCH METHODOLOGY; PROGRAM EVALUATION; RESEARCH PROJECTS; HOME ECONOMICS EDUCATION; AGRICULTURAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; COMPUTER ORIENTED PROGRAMS; COMMUNICATIONS; PREVOCATIONAL EDUCATION; PROGRAMED INSTRUCTION; *RESEARCH NEEDS; RESEARCH CRITERIA; CURRICULUM DEVELOPMENT; INDUSTRY
*RESEARCH SEMINAR IN VOCATIONAL-TECHNICAL EDUCATION, UNIVERSITY OF WYOMING, SUMMER, 1967

Attended by five school administrators and 13 vocational teachers from the state of Wyoming, a 2-week workshop was held in the summer of 1967 on the campus of the University of Wyoming in an effort to better meet the vocational needs of youth. The featured presentations in this seminar were: (1) Progress and Needs in Vocational Guidance, (2) The Framework and Concept of the Wyoming Research Coordinating Unit for Vocational-Technical Education, (3) Basic Research Methods in Vocational Education, (4) Basic Aspects of Research, (5) Program Evaluation and Review Techniques for Educational Research Project Development and Control, (6) Vocational Education Research and Goals in Utah, (7) Research at the Local Level to Solve Problems in Vocational Education, (8) Research, Developmental-Pilot, and Training Projects in the Field of Vocational Home Economics Education, (9) A Case for Agricultural Education in the Public Schools, (10) New Developments and Their Impacts on Trade and Industrial Education, (11) The Future of Computers in Education, (12) 3R+R=Innovation, (13) Communication Technologies, (14) The Technology for Children Project, and (15) Programed Instruction. A listing of Wyoming's industry by county for 1967 is included. Each seminar participant was required to develop a proposal for an individual research project to be conducted during the 1967-1968 school year. (DM)

VT 007 279
Inventory of Manpower Research Projects in Indiana, Number 3.

Indiana Manpower Research Association, Lafayette
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May68 17p.

*MANPOWER DEVELOPMENT; *ANNOTATED BIBLIOGRAPHIES; VOCATIONAL EDUCATION; *MANPOWER UTILIZATION; LABOR ECONOMICS; *RESEARCH PROJECTS; MANPOWER NEEDS
INDIANA

This inventory of research consists of two parts: Part I includes 38 research projects, Part II lists 23 papers, articles and other items of interest. This year the listing was compiled from postcards returned by researchers. Only the title of the project was requested and therefore brief statements or annotations do not appear for all the projects. Projects newly reported are indicated by asterisks. The report contains a form which can be used to furnish information about manpower research projects which will then be included in the next inventory. Two earlier inventories are available as VT 003 780 (ARM Summer 1969) and VT 003 781 (ARM Winter 1968). (CH)

STUDENTS, OCCUPATIONAL GUIDANCE AND OTHER STUDENT PERSONNEL SERVICES SECTION

VT 000 572
Shontz, David F.; Stevens, Glenn Z.
Exploring Careers in Modern Agriculture Related to Land Use and Conservation; A Teacher's Plan for Use with Ninth and Tenth Grade Classes. Teacher Education Series, vol. V, no. 3.

Pennsylvania State Univ., University Park. Coll. of Agriculture. Dept. of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 59p.

*TEACHING GUIDES; *AGRICULTURAL OCCUPATIONS; *CONSERVATION EDUCATION; *OCCUPATIONAL GUIDANCE; ACHIEVEMENT TESTS; UNITS OF STUDY (SUBJECT FIELDS); GRADE 9; GRADE 10

This guide is designed for teacher use in an agricultural careers orientation planning course and a conservation unit for high school freshmen and sophomores. It was developed as part of a study to compare three methods of training. Major problem areas of the Land Use and Conservation Unit are: (1) Soils and Conservation, (2) Land Capabilities, (3) Conservation Plans, (4) Conservation Services, (5) Testing and Soil Fertility, and (6) Forest and Wildlife Conservation. The Agricultural Occupations Unit includes problem areas: (1) Occupational Information, (2) Modern Agriculture, (3) Exploring Occupations, (4) Opportunities in Agriculture, and (5) Planning My Educational Program. Community situation, learning objectives, and additional references are given for each problem area. Objective-type tests for each unit are included. The suggested time allotment is 18 hours. The abstract of the study for which the materials were developed is included. (DM)

VT 001 173
Larson, Roland S.
Follow-Up Study of 1963 St. Louis Park Graduates.

Saint Louis Park Public Schools, Minn.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec65 11p.

*GRADUATE SURVEYS; *HIGH SCHOOL GRADUATES
*ST. LOUIS PARK; MINNESOTA

Information was gathered during the school year 1964-65. Post card and telephone returns were obtained from 484 of the 488 graduates. Data indicated that 67 percent started college, 13 percent had dropped out of college at the time of the study, 26 percent were employed, 84 percent of the college students were attending colleges in Minnesota, and 16 percent in out-of-state colleges. The highest number of majors were in education (27) and business, economics, accounting, advertising, distributive education (24). Seventy-one percent of the working girls held clerical and office positions. The non-college group more frequently mentioned business education, language arts, and mathematics subjects as being most helpful. The college group more frequently mentioned social studies, language arts, science, and mathematics subjects as being most helpful. Other data include: schools attended, majors of graduates attending college, jobs held by graduates, future plans of graduates, and employers who hired graduates. (PS)

VT 001 338
Bottoms, Gene
Counselor's Guide to Georgia Area Vocational-Technical Schools for Use with Students Planning to Enroll in Vocational or Technical Programs.

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 41p.

*VOCATIONAL COUNSELING; *GROUP NORMS; STUDENT TESTING; *VOCATIONAL APTITUDE; *APTITUDE TESTS; GEORGIA; *THE DAILEY VOCATIONAL TESTS

The purpose of this booklet is to provide norms based on Georgia students which will enable the counselor to use Dailey Vocational Test Scores in assisting students to choose courses in Georgia's area vocational-technical schools appropriate to their abilities. The recently developed norms will enable the counselor to interpret scores by direct comparison with scores of students enrolled in various courses in area schools. In each table raw scores have been converted to 15 designated percentile values. Separate norms are not provided for males and females. Norms tables are given for 14 occupational groups or technologies for a combination of categories. Addresses and curriculums for 23 area vocational-technical schools are included. (EM)

VT 001 440 ED 024 755
Project PIT; A Summer Industrial Work Experience and Occupational Guidance Program.

Wayne State Univ., Detroit, Mich. Industrial Education Dept.
Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
Detroit Public Schools, Mich. Vocational Dept.
EDRS PRICE MF-$0.25 HC-$1.85
Pub Date - 67 35p.

*VOCATIONAL COUNSELING; *URBAN YOUTH; *WORK EXPERIENCE PROGRAMS; DEMONSTRATION PROGRAMS; PILOT PROJECTS; OCCUPATIONAL INFORMATION; STUDENT PERSONNEL SERVICES; SCHOOL INDUSTRY RELATIONSHIP; SIMULATION; HIGH SCHOOL STUDENTS; SUMMER PROGRAMS
*PROJECT PROGRAM OF INDUSTRIAL TRAINING; DETROIT; MICHIGAN; PROJECT PIT

Project PIT (Program of Industrial Training) was a pilot and demonstration program of industrial training for Detroit's innercity youth. Its major aims were to provide youth with occupational information and guidance, to help youth see the need for a good education; to provide these youth with financial means to return to school, and to make useful goods for non-profit organizations. Those aims were fulfilled through a simulated industrial setting and an intensive guidance program. Questionnaires and analyses of the Detroit high school population have shown that most youths either have not selected an occupational goal or have selected a goal that is unrealistic for their abilities and potentials. Project PIT's most important aim, the upgrading of the employee's goals and aspirations and the acquisition of a sound background of the occupations available to them, is an intangible that is difficult to measure in a short-range program; however, results were obtained which indicated a significant shift in educational and occupational aspirations to both a high and more realistic level. (CH)

VT 001 515
Moore, James W.
Reducing the School Dropout Rate--A Report on the Holding Power Project.

New York State Education Dept., Albany. Bureau of Guidance
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul65 18p.

*DROPOUT RESEARCH; *DROPOUTS; *DROPOUT CHARACTERISTICS; *SECONDARY SCHOOLS
NEW YORK

Objectives of the project were: (1) to improve the holding power of the secondary schools, (2) to determine factors for predicting and preventing dropouts, and (3) to continue improvement of guidance services. In 1954, more than 12,000 pupils, who would complete high school as the class of 1960, in 89 school districts, were selected as a sample for a longitudinal study. The schools were selected from 54 of the state's 62 counties. A reporting system was established which provided information on the progress of all the sample, especially dropouts or potential dropouts. Percentages, by grade, of pupils who stayed in school are: (1) grade 7, 99.5 percent, (2) grade 8, 17.7 percent, (3) grade 9, 94.2 percent, (4) grade 10, 89.4 percent, (5) grade 11, 84.1 percent, (6) grade 12, 80.5 percent and (7) graduates, 77.9 percent. During the study, dropouts totalled 2,616. Dropouts occurred all during the year with the summer months accounting for 24 percent and September and January accounting for 11 percent. The project revealed that school retention rates can be improved if personnel: (1) work on the problem, (2) involve the parents, and (3) take advantage of the predictive possibilities of the project-developed checklist, "Pupil Holding Power Data." (EM)

VT 001 527
Taylor, Arlin G.
Education and Career Study.

Napa County Superintendent of Schools, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 8Dec66 56p.

*VOCATIONAL INTERESTS; SURVEYS; *CAREER CHOICE; *STUDENT OPINION; *QUESTIONNAIRES; *HIGH SCHOOL STUDENTS
NAPA COUNTY SCHOOLS; CALIFORNIA

This study was undertaken to identify student vocational education needs based on student opinions. It, therefore, represents only a segment of information to be used with other sources. A questionnaire was administered to 543 female juniors, 503 male juniors, 480 female seniors, and 547 male seniors; all were high school students in Napa County schools, a rural county with no town larger than 30,000 population. The data are categorized by grade, sex, and school and are presented in table form showing response to individual and groups of items. Some of the questions asked concerned: (1) field chosen as a career choice, (2) occupational choices, (3) source of advice sought for occupational guidance, and (4) occupational mobility of students. It was recommended that an answer be sought for the question, "What are the trends of students' vocational certainty and how does this relate to the accuracy of vocational selection as determined by longitudinal studies?" The appendix contains the survey instrument. (SL)

VT 001 603
Ball, Joe P.
So You Want to Be an Officer in the F.F.A. Cornell Miscellaneous Bulletin 40.

New York State Coll. of Agriculture, Ithaca
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar63 8p.

*VOCATIONAL AGRICULTURE; PERSONAL GROWTH; *PROGRAM DEVELOPMENT; *STUDENT LEADERSHIP; *LEADERS GUIDES; *YOUTH CLUBS
*FUTURE FARMERS OF AMERICA

Designed primarily to assist students in assuming positions of leadership in the Future Farmers of America (FFA), this bulletin was based on the author's experience with officers of the FFA at local, county, regional, and state levels. It includes information on the selection, election and training of officers, program activities, officers meetings, and leadership activities for officers and members. It provides guidelines for personal appearance, manners, behavior, meeting people, table manners, and ideals and standards. The qualifications, constitutional duties, and responsibilities are outlined for the organization's president, vice-president, secretary, treasurer, reporter, sentinel, and parliamentarian. A selected list of references is included. (JM)

VT 001 613
Survey of Pupil Interest in Three Home Economics Related Occupations: Child Care Aide, Clothing Construction Aide, Food Service Occupations.

Kentucky Univ., Lexington
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 2p.

*STUDENT INTERESTS; CHILD CARE WORKERS; SENIOR HIGH SCHOOLS; *OCCUPATIONAL HOME ECONOMICS; FOOD SERVICE WORKERS; *QUESTIONNAIRES; SURVEYS; VOCATIONAL INTEREST; EDUCATIONAL INTEREST; SEAMSTRESSES; *SERVICE WORKERS

This instrument was developed to determine the interest in several possible occupational home economics programs. The questionnaire was designed to survey the need for the establishment of courses for those interested in the occupations of child care aide, clothing construction aide, or worker in the food service occupations. Students were given an opportunity to indicate an interest, a desire for more information, an indecision, or no interest in the program. Specific questions in each of the three subject areas were used to determine the student's experience in those areas. (MS)

VT 001 630 ED 024 757
Sperry, Irwin V.; Kivett, Vira R.
Educational and Vocational Goals of Rural Youth in North Carolina. Technical Bulletin No. 163.

North Carolina Agricultural Experiment Station, Raleigh
North Carolina Univ., Greensboro. School of Home Economics
EDRS PRICE MF-$0.25 HC-$2.10
Pub Date - Nov64 40p.

ACADEMIC ASPIRATION; *OCCUPATIONAL ASPIRATION; *RURAL YOUTH; EDUCATIONAL ATTITUDES; VOCATIONAL INTERESTS; STATE SURVEYS; PARENTAL ASPIRATION; SOCIOECONOMIC INFLUENCES
NORTH CAROLINA

The purposes of this study were (1) to describe similarities and differences in educational goals of rural youth and of their parents for them, and (2) to determine the relationships of the similarities and differences to such factors as membership or non-membership in clubs, sex, level of living, residence, size of family, state, and area. The sample consisted of 281 youths selected at random from the population characterized as rural 9th and 10th grade students of county school systems having youth clubs and not being located within the corporate limits of cities with 50,000 or more population. Findings are discussed under the broad categories of educational attitudes and vocational preferences and educational and vocational plans. A general conclusion was that the level of living seemed to be an important factor differentiating the educational and vocational goal of rural youth. (CH)

VT 003 810 ED 026 461
Lowe, James L.
The Northwest Missouri State College Studies; Volume XXVII, Number 3, Educational and Occupational Aspirations of High School Seniors, Part I.

Northwest Missouri State Coll., Maryville,
EDRS PRICE MF-$0.25 HC-$2.90
Library, Northwest Missouri State College, Maryville, Missouri 64468 ($.50).
Northwest Missouri State College Bulletin; v57 n12
Pub Date - 1Aug63 56p.

*OCCUPATIONAL ASPIRATION; *ACADEMIC ASPIRATION; *SENIORS; *PARENT INFLUENCE; *HIGH SCHOOL STUDENTS; FAMILY INFLUENCE; SOCIOECONOMIC INFLUENCES; PARENT ATTITUDES; PARENT ASPIRATION; ACHIEVEMENT
TRENTON HIGH SCHOOL; MISSOURI

The purpose of this study was to explore a social-psychological aspect of mobility-levels of aspiration. The investigation centered on the relationship between aspirations of high school seniors and the social status of their parents, the extent to which children remain in the same social status as their parents and to what extent they rise or fall in status. Answers were sought by the following questions: What are the levels of aspiration of adolescents located at different status levels? How are attitudes and values of parents and the children related? What relationships exist between aspirations and achievements? The subjects of the study were 98 seniors of Trenton High School class of 1956 and their parents. The 1960 seniors were also included but not their parents. Data were collected from school records, yearbooks, school papers, and interviews. The findings revealed evidence of upward social mobility and contain implications for use by educational and vocational guidance counselors. A related document is VT 003 811 (ARM Summer 1969). (CH)

VT 003 811 ED 026 462
Lowe, James L.
The Northwest Missouri State College Studies. Volume XXVII, Number 4; Educational and Occupational Aspirations Of High School Seniors. Part II.

Northwest Missouri State Coll., Maryville
EDRS PRICE MF-$0.50 HC-$5.30
Library, Northwest Missouri State College, Maryville, Missouri 64468 ($.50).
Northwest Missouri State College Bulletin; v57 n12 1Nov 1963.
Pub Date - 1Nov63 104p.

*OCCUPATIONAL ASPIRATION; *ACADEMIC ASPIRATION; *SENIORS; *SOCIOECONOMIC INFLUENCES; SOCIOECONOMIC BACKGROUND; *HIGH SCHOOL STUDENTS; VOCATIONAL FOLLOWUP; OCCUPATIONAL CHOICE; FAMILY INFLUENCE; STUDENT ATTITUDES
TRENTON HIGH SCHOOL; MISSOURI

The purpose of this study was to explore some facets of the levels of educational aspirations of high school seniors in Trenton, Missouri as part of a larger study. The emphasis was on the following hypotheses: (1) The proportion of high school seniors aspiring to attend college increases as the socioeconomic status of their parents goes up, (2) High school seniors at lower socioeconomic levels will be more undecided as to their educational aspirations and expectations than those at higher socioeconomic levels, and (3) The difference between educational aspirations and expectations of high school seniors is greater in the lower socioeconomic levels. The subjects were 98 seniors of the 1955-56 school year and their parents. Four years later the seniors of the 1960 class were also included in the study. Only one item was used in stratifing the subjects--occupation. Data were collected from school records, yearbooks, school papers, and questionnaires. Within the context of occupational stratification system, the study indicated a movement toward a more open society. A related document is VT 003 810 (ARM Summer 1969). (CH)

VT 004 336 ED 025 591
Johnson, Benton, And Others
Religion and Occupational Behavior; An Annotated Bibliography.

Oregon Univ., Eugene. Center for Research in Occupational Planning
EDRS PRICE MF-$0.25 HC-$1.40
Pub Date - 66 26p.

*ANNOTATED BIBLIOGRAPHIES; *OCCUPATIONAL CHOICE; *BEHAVIOR PATTERNS; OCCUPATIONAL GUIDANCE; OCCUPATIONAL INFORMATION; SOCIAL INFLUENCES; RELIGIOUS CULTURAL GROUPS; *RELIGIOUS FACTORS; RELIGIOUS DIFFERENCES; ETHNIC GROUPS

This bibliography presents 56 works of current literature in the area of religion and occupational behavior. In general, the items included have a publication date of 1951 or later. Older works have been included only if their influence on the field remains great. Theoretical and speculative works have been incorporated only if they appear to have affected the kinds of questions researchers have asked or the interpretations they have offered. Most research conducted outside the United States has been excluded. In order to achieve a degree of uniformity, the hypotheses, research procedures, and findings of the empirical research articles have been annotated according to a standard format. (CH)

VT 004 942 ED 024 770
Engineering Technology Careers; Career Guidance Information for Engineering Technicians. Publication No. 1065.

National Council of Technical Schools, Washington. D.C.
EDRS PRICE MF-$0.25 HC-$1.90
Pub Date - 66 36p.

*TECHNICAL EDUCATION; *TECHNICAL INSTITUTES; *ENGINEERING TECHNICIANS; *OCCUPATIONAL INFORMATION; *CAREER OPPORTUNITIES; CAREER PLANNING; OCCUPATIONAL CHOICE; POST SECONDARY EDUCATION; ADMISSION CRITERIA

Prepared by the National Council of Technical Schools, this reference may be used by propsective students, their parents, and counselors in learning the philosophy and objectives, historical background, and present status of technical schools and career opportunities as a technician. Career opportunities included are: (1) Aerospace/Aviation Engineering Technology, (2) Architecture and Building Construction Engineering Technology,

(3) Chemical Engineering Technology, (4) Civil Engineering Technology, (5) Computer Engineering Technology, (6) Drafting and Design Technology, (7) Electrical Power Engineering Technology, (8) Electronic Engineering Technology, (9) Fluid Power Engineering Technology, (10) Industrial Engineering Technology, (11) Internal Combustion Engines Engineering Technology, (12) Mechanical Engineering Technology, (13) Metallurgical Engineering Technology, (14) Nuclear Engineering Technology, and (15) Refrigeration, Heating, Air Conditioning Technology. Supplementary material includes a comparison of engineering colleges, technical institutes, and trade schools. Some items of comparison were entrance requirements, level of studies, initial employment, work assignments of graduates, transfer of credit, accrediting or approving agency, and typical certification of graduates. (DM)

VT 004 951
Roberts, Roy W.; Troutman, Frank H.
Vocational Education and Training in Arkansas. Publication no. L-3.

Arkansas Univ., Little Rock. Industrial Research and Extension Center
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul67 41p.

*VOCATIONAL EDUCATION; *EDUCATIONAL PROGRAMS; APPRENTICESHIPS; OCCUPATIONAL GUIDANCE; *EDUCATIONAL OPPORTUNITIES; COURSES
ARKANSAS; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The purpose of this booklet is to assist counselors, school administrators, teachers, and others who have occasion to advise youths and adults concerning the availability, of public and private educational institutions in Arkansas offering approved vocational business, distribution, industrial and technical day school courses of less than baccalaureate degree level. Listings of approved Manpower Development and Training Act (MDTA) programs and registered apprenticeship programs are also included. More than 45 senior high schools offer approved, trade preparatory, vocational education courses as an adjunct to their curricula. Moreover, as of 1967, there are two area vocational-technical senior high schools operating and one area adult vocational school, and the State Board for Vocational Education is operating or has under construction 10 state vocational-technical schools. Major assistance for training operators and production workers is provided through MDTA programs. To provide higher skill level training, there is the Southwest Technical Institute, administered by the State Board for Vocational Education, as well as two community junior colleges, one four-year college, and numerous private schools. (MM)

VT 004 969
Careers with the State of Minnesota.

Minnesota State Dept. of Education, St. Paul
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 45p.

*OCCUPATIONAL INFORMATION; *STATE AGENCIES; *GOVERNMENT EMPLOYEES; *CAREER OPPORTUNITIES
MINNESOTA

Minnesota civil service has more than 16,000 full time employees whose job titles fall into these categories: (1) administration and personnel, (2) agriculture, (3) auditing, accounting, and inspection, (4) clerical, (5) education, (6) engineering, architecture, and mechanics, (7) forestry and conservation, (8) health services, (9) social services, and (10) statistics and research. The state attempts to keep salaries commensurate with the rising cost of living and to limit the work week to 40 hours. Further information may be obtained by writing the Minnesota Civil Service Department, 180 State Office Building, St. Paul, Minnesota, 55101. A list of high school and college level job titles are included as well as a sample application form. (EM)

VT 004 971
The Young Job-Seeker's Guide to Technical Occupations and the Skilled Trades, Michigan, 1966. Career Opportunity Guide 1.

Michigan State Univ., East Lansing. Inst. for Community Development and Services
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 43p.

OCCUPATIONAL INFORMATION; *SKILLED OCCUPATIONS; *TECHNICAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; WAGES; *EDUCATIONAL OPPORTUNITIES; EMPLOYMENT TRENDS
MICHIGAN

This guide was prepared to provide parents and young job seekers with information concerning educational and employment opportunities for technical and skilled occupations. Explanatory text discusses "The World of Work" and "Employment and Training Information for the Michigan Job-Seeker." Tables give (1) Technical Training Institutions in Mighigan, (2) Technical Occupations in Michigan, (3) Technical Employment in Mighigan, (4) Skilled Trades in Michigan, (5) Data on the Skilled Labor Force in Michigan, and (6) the addresses of apprentice and employment agencies. (EM)

VT 004 976
Ohio Notebook of Public Technical Education Programs, 1965-1966.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 34p.

EDUCATIONAL PROGRAMS; *TECHNICAL EDUCATION; *POST HIGH SCHOOL GUIDANCE; *POST SECONDARY EDUCATION; *VOCATIONAL EDUCATION
OHIO

The purpose of this publication is to provide school counselors with meaningful information about technical education programs which are sponsored by Ohio public schools. It is not intended for direct use by students. Information is given for 12 post-secondary schools in a standard format under these headings: (1) school address, (2) descriptive enrollment and housing information, (3) financial information, (4) general admissions requirements, (5) admissions procedures, (6) curricula offered, (7) 1965 freshman profile, and (8) 1965 graduate employment follow-up data. (DM)

VT 004 977
Counselor's Manual.

Columbus Area Vocational-Technical School, Ga.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 55p.

*PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; COURSES; *AREA VOCATIONAL SCHOOLS; POST HIGH SCHOOL GUIDANCE
*COLUMBUS AREA VOCATIONAL TECHNICAL SCHOOL; GEORGIA

The purpose of this handbook is to provide guidance personnel with information about the curriculum, facilities, and procedures at the Columbus Area Vocational-Technical School. Information includes: (1) admission requirements and procedures, (2) course offerings, (3) fee schedule, (4) types of feedback to school counselors, and (5) program descriptions including course length. (EM)

VT 005 156 ED 022 892
Schreiber, Daniel
Holding Power/Large City School Systems.

National Education Association, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00).
Pub Date - 64 78p.

*SCHOOL HOLDING POWER; *DROPOUTS; *URBAN SCHOOLS; *VOCATIONAL HIGH SCHOOLS; STUDENT ENROLLMENT; SCHOOL ORGANIZATION; NATIONAL SURVEYS; SCHOOL ATTENDANCE LAWS; STUDENT MOBILITY; TEXTBOOKS; KINDERGARTEN; HIGH SCHOOL GRADUATES; COMPARATIVE ANALYSIS; QUESTIONNAIRES; HIGH SCHOOLS

Findings are presented from a questionnaire survey of selected statistics of pupil enrollment, number of high school graduates in 1963, percent of students graduating based on grade 10 enrollment, and certain characteristics, such as organization, compulsory school age, pupil mobility, free textbooks, and free kindergartens of large city school systems. The major emphasis of the report is on school holding power. Returns were received from 128 cities, representing 96 percent of the total population of cities over 90,000 and 27 percent of the national population according to the 1960 Census data. Findings included: (1) Four-fifth of the school systems were organized on a 6-3-3 basis, (2) The median number of years of compulsory school attendance was 9 years, (3) Forty of the school systems had separate vocational high schools, and half indicated a gain in holding power for vocational schools in the period 1960-63, (4) The holding power rate in 1963 of the combined public school systems in the 128 cities was 70.8 percent based on grade 10 enrollment, (5) 51 percent of the pupils who were enrolled in grade 10 in vocational high schools in 1960 graduated in 1963, (6) The greatest pupil loss in both vocational schools and all systems occurred at grade 10, and (7) Holding power rates were inversely proportional to city site--the larger the city, the lower the holding power. (PS)

VT 005 250
Computerized Vocational Information System (CVIS).

Willowbrook High School, Villa Park, Ill.
Illinois Research and Development Coordinating Unit, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 10p.

*ELECTRONIC DATA PROCESSING; *CAREER PLANNING; *OCCUPATIONAL GUIDANCE; *EDUCATIONAL GUIDANCE; COMPUTERS; HIGH SCHOOL STUDENTS; OCCUPATIONAL INFORMATION
*PROJECT COMPUTERIZED VOCATIONAL INFORMATION SYSTEM; PROJECT CVIS; WILLOWBROOK HIGH SCHOOL; VILLA PARK ILLINOIS

The project described in this report is designed to use computer technology as a tool to do a better job of systematizing, retrieving, and applying masses of information for the purpose of helping high school students make better-informed career and educational choices. The information gathered includes student personal data, occupational briefs, college information, trade-technical-school-apprenticeship data, and local job opportunities. The system is viewed as an automated library of information and provides for the student a model for decision-making. A two-dimensional job classification system, developed by Dr. Anne Roe, and explained in her book "The Psychology of Occupations," will be used to divide occupations into six levels, according to amount of training required and degree of responsibility assumed by the worker, and into eight categories of interest. Objective data about every student will be related to the job classification system and put in computer storage. By means of an automatic typewriter, students and counselors can recall information about 650 occupations, over 3000 colleges, scholarships, local technical and trade schools, local entry jobs, and the student's total school record. The system should be in operation in January, 1969. (PS)

VT 005 251
Tonkin, William J.
Vocational Guidance Through Videotaping and Television.

Sterling Township High School, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 6p.

*VIDEO TAPE RECORDINGS; *CLOSED CIRCUIT TELEVISION; *OCCUPATIONAL GUIDANCE; *HIGH SCHOOL STUDENTS; *CAREER PLANNING; DEMONSTRATION PROJECTS; OCCUPATIONAL INFORMATION; PROGRAM DESCRIPTIONS
STERLING TOWNSHIP HIGH SCHOOL; ILLINOIS

A 3-year project at Sterling Township High School has the objective of producing a series of video programs of occupational opportunities in the community and surrounding areas. The videotaped programming is designed for use with students in grades 7 to 12. Tapes of workmen on their jobs, which demonstrate the various occupational processes and work opportunities, are transmitted to the students in the classroom through closed circuit television. The equipment to produce these programs includes: (1) two television cameras and mounts, (2) a mobile panel truck equipped with Conrac video and sound controls, a Miratel monitor, television accessories, and an Ampex videotape recorder, and (3) a television studio in the high school equipped with an Emcee MA 2500 transmitter and modulator. It is hoped that the project will have some success in motivating young people to stay in school and to think about and prepare themselves for their life's work. (PS)

VT 005 482 ED 024 780
Planned and Unplanned Aspects of Occupational Choices by Youth. Final Report.

Oregon Univ., Eugene
EDRS PRICE MF-$1.50 HC-$20.00
OEC-5-85-026
BR-5-0052
08

Pub Date - Aug67 398p.

*YOUTH; *OCCUPATIONAL CHOICE; QUESTIONNAIRES; RELIGION; FAMILY INFLUENCE; REWARDS; ROLE PERCEPTION; OCCUPATIONAL INFORMATION; SOCIALIZATION; VALUES; *OCCUPATIONAL ASPIRATIONS; SOCIOECONOMIC INFLUENCE; INTERVIEWS; *CONCEPTUAL SCHEMES; DECISION MAKING; *FACTOR STRUCTURE; COMPARATIVE ANALYSIS; GOAL ORIENTATION; SOCIAL DIFFERENCES; TIME PERSPECTIVE

This document includes reports on four subjects relevant to planned and unplanned aspects of occupational choices by youth. (1) "Toward a Morphology of Occupational Choice," by Robert A. Ellis and others, discusses intrinsic features and extrinsic rewards of work, extra-role considerations, and goal perception as major influences on occupational choice by youth. (2) "Development of an Instrument of Measuring Occupational Information," is by Martin H. Acker and Theodore J. Goldman. The Occupational Information Survey consists of three tasks: a 5-minute listing of job titles, a 5-minute listing of job activities, and a 20-minute matching of job titles and job activities. (3) "Religion and Occupational Preference," Benton Johnson, editor, explores the relationship between religious involvement and the occupational orientations of teenagers, and includes a paper entitled "Do Boys Attend Better Colleges Than Girls?" (4) "Family and Occupational Choice," by Roy H. Rodgers and R. Brooke Jacobsen, investigated the intra-family socialization process with respect to work roles. (CH)

VT 005 515
Robertson, Alan G.
Color Perception and Color Blindness. A Review of Selected Problems In Color Perception With Special Emphasis For School Personnel in Occupational Education.

New York State Education Dept., Albany. Office of Research and Evaluation
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov67 15p.

*VISUALLY HANDICAPPED; *VOCATIONAL EDUCATION; VISUAL DISCRIMINATION; STUDENT CHARACTERISTICS; *STUDENT PROBLEMS; *STUDENT TESTING; AMETROPIA; EVALUATION CRITERIA; *OCCUPATIONAL GUIDANCE

Color discrimination problems of cosmetology students led to this review of selected medical literature dating from 1946 to 1965. The practical application of the findings to student screening and instruction in vocational education is stressed. Some findings from the literature were: (1) corrected astigmatism often improved color perception, (2) reasonably normal central vision is necessary for good color discrimination, (3) a lack of adequate accomodation may be significant for some with subtle, congenital color perception problems, (4) eight percent of white males have defective color vision, and (5) female carriers of color blindness may have abnormalities in color perception revealed by a sensitive test such as the Farnsworth-Munsell One Hundred Hue Test. It was recommended that all vocational teachers who teach subjects or safety where color is a key factor make a special effort to notice visual defects and make the appropriate referrals. Research variables which were suggested include age, the degree of visual acuity, the status of binocularity, the date and kind of latest correction, the age at which the first visual impairment was noticed, evidence of squinting, and the incidence of color blindness and refractive errors in the family. (EM)

VT 005 592
Your Introduction to Learning by Doing in Vocational Agriculture.

Interstate, Danville, Ill.
DOCUMENT NOT AVAILABLE FROM EDRS.
Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 ($.50).
Pub Date - 24p.

*ORIENTATION MATERIALS; *VOCATIONAL AGRICULTURE; *HIGH SCHOOLS; PROGRAM DESCRIPTIONS; AGRICULTURAL OCCUPATIONS; STUDENT ORGANIZATIONS

This handbook was developed by a committee of the Minnesota Vocational Agriculture Instructors Association, with editorial help from a teacher educator, to better acquaint the beginning student with the workings of vocational agriculture and the Future Farmers of America (FFA). Handbook headings are: (1) A Look Ahead, (2) Opportunities in Agriculture, (3) Your Work Program in Vocational Agriculture, (4) Young Farmer Education, (5) Adult Farmer Education, (6) Your FFA Neighbors, (7) Your Vo-Ag Teacher and FFA Advisor, (8) The Future Farmers of America, (9) Farming to Learn and Earn, (10) To Help You Learn, and (11) And So To Work. Drawings are used to illustrate the text. (DM)

VT 005 770 ED 024 786
Hurkamp, Rosemary C.
Differences in Some Initial Attitudes of Students Who Complete and Students Who Drop Out in the Wellesley, Massachusetts Adult Education Program. Final Report.

Boston Univ., Mass. School of Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.35 OEC-1-7-078073-271624 24
BR-7-8073

Pub Date - 10Jan68 25p.

*ADULT EDUCATION PROGRAMS; *ADULT DROPOUTS; ADULT STUDENTS; *STUDENT ATTITUDES; *WITHDRAWAL; *DROPOUT IDENTIFICATION; DROPOUT CHARACTERISTICS; PARTICIPANT CHARACTERISTICS; SCHOOL ENVIRONMENT WELLESLEY; MASSACHUSETTS

The purpose of this study was to identify alternatives to a comprehensive investigation of the factors which significantly influence the rate of dropout or withdrawal from adult education programs. Previous research concerning withdrawal has been concerned chiefly with factual data about participants. An assumption underlying this study is that the attitudes of students towards certain attitude objects, for example, age, number of children, size of class, location of school, etc., might be more important than the factual objects themselves. Data were gathered by administering a questionnaire including 39 attitude items and 27 factual data items to 189 dropouts from the Wellesley, Massachusetts Adult Education Program. The primary conclusion of this study was that there are differences in some initial attitudes of students who complete and of students who drop out of adult education programs, and that these differences are significant. Suggestions for further research include a need for a study to determine whether it is the attitudes of students or circumstances indicated by factual data that is the more important predictor of withdrawal. (CH)

VT 006 218 ED 026 481
Zaharevitz, Walter; Marshall, Jane N.
Aviation--Where Career Opportunities are Bright; Counselor's Guide.

National Aerospace Education Council, Washington, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
National Aerospace Education Council, 616 Shoreham Building, 806 Fifteenth Street, N.W., Washington, D.C. 20005 (document $3.00, record and filmstrip $10.00).
Pub Date - 68 121p.

*AEROSPACE INDUSTRY; OCCUPATIONAL GUIDANCE; *OCCUPATIONS; TECHNICAL EDUCATION; *RESOURCE GUIDES; *OCCUPATIONAL INFORMATION; *CAREER OPPORTUNITIES; FILMSTRIPS; EMPLOYMENT QUALIFICATIONS; WORK ENVIRONMENT; WAGES
*AVIATION INDUSTRY

This aviation occupations guide is designed for use as a unit as well as in conjunction with an aviation careers package of material that contains a film strip and recording. Chapter One contains the script of the film strip, Aviation--Where Career Opportunities are Bright, and includes all photographs used in the film strip plus numerous amplifying statements. Chapters Two through Nine present information on occupational clusters within aviation: Aircraft Manufacturing Occupations, Career Pilots and Flight Engineers, Aviation Mechanics (Including Repairmen), Airline Careers, Airline Stewardesses or Stewards, Aviation Careers in Government, Airport Careers, and Aviation Education and Other Aviation Related Careers. Each chapter includes general information about an occupational cluster, specific jobs within that cluster, description of the nature of work, working conditions, wages and benefits, and identifies where the jobs are as well as the schools or sources of training. (CH)

VT 007 634 ED 025 667
National Seminar on Vocational Guidance. (Northern Michigan Univ., Marquette, August 21-26, 1966) Follow-Up Study.

American Vocational Association, Washington, D.C.
American Personnel and Guidance Association, Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.25 OEG-2-6-062207-0727 08
BR-6-2207
Pub Date - Sept68 23p.

*FOLLOWUP STUDIES; *OCCUPATIONAL GUIDANCE; *GUIDANCE SERVICES; STATE SUPERVISORS; *SEMINARS; PROGRAM IMPROVEMENT; INFORMATION SERVICES; PROGRAM DEVELOPMENT; NATIONAL SURVEYS; PROGRAM EFFECTIVENESS; COUNSELOR TRAINING; RESEARCH PROJECTS; STATE PROGRAMS; PUBLIC RELATIONS
*NATIONAL SEMINAR ON VOCATIONAL GUIDANCE, MARQUETTE, MICHIGAN, AUGUST 21-26, 1966; AMERICAN VOCATIONAL ASSOCIATION; AVA; AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION; APGA

This followup study was conducted 1 year after the 1966 National Seminar on Vocational Guidance. Questionnaires were sent to 85 participants from the 47 participating states; replies were received from one or more participants from 80 percent (38) of the states. Reports received described 215 outcomes either attributable specifically to the seminar or receiving impetus from the seminar. Positive outcomes reported ranged from in-service education projects (reported by almost every state) through revision of counselor certification standards (reported by two states). Examples of state-level activities are: (1) Counselor education and professional development activities were conducted 70 states, (2) Information services were conducted by 38 states, (3) Promotion and public relations activities were conducted by 44 states, (4) Research and development activities were conducted by 42 states, and (5) Improvement of state-level organization or services was initiated by 16 states. A related document is VT 007 635. (CH)

VT 007 635 ED 025 668
National Seminar on Vocational Guidance. (Northern Michigan Univ., Marquette, August 21-26, 1966). Final Report.

American Vocational Association, Washington, D.C.
American Personnel and Guidance Association, Washington, D.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$1.10 OEG-2-6-062207-0727 08
BR-6-2207
Pub Date - Sep68 20p.

*SEMINARS; *OCCUPATIONAL GUIDANCE; *GUIDANCE SERVICES; *STATE SUPERVISORS; PROGRAM IMPROVEMENT; INFORMATION UTILIZATION; TESTING PROGRAMS; PROGRAM DEVELOPMENT; QUESTIONNAIRES; *CONFERENCE REPORTS; PROGRAM EFFECTIVENESS; STATE PROGRAMS; COUNSELOR TRAINING; FOLLOWUP STUDIES
*NATIONAL SEMINAR ON VOCATIONAL GUIDANCE, MARQUETTE, MICHIGAN, AUGUST 21-26, 1966; AMERICAN VOCATIONAL ASSOCIATION; AVA; AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION; APGA

The achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory service, was the major objective of the seminar. In addition to 72 state guidance supervisory staff members from 47 states, seminar participants and leadership personnel included 14 counselor educators, 12 state-level vocational education directors or supervisors, 6 representatives of Federal Government, and 5 representatives of business, industry, and labor. A brief listing of the specific objectives of the seminar includes developing group procedures related to vocational planning, analyzing types of vocational, education, and economic information available, relating testing services to vocational guidance, and determining needs related to the preparation of counselors for the educational and vocational aspects of the guidance program. During the summer of 1967, a followup study of the seminar identified 215 outcomes either attributable specifically to the seminar or receiving impetus from the seminar. This followup study is available as VT 007 634 (ARM Summer 69). (CH)

VT 007 814 ED 026 534
Campbell, Robert E., And Others
Vocational Guidance in Secondary Education. Results of a National Survey. Research 36.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.75 HC-$9.10 OEG-3-7-00158-2037 08
BR-7-0158
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.75).
Pub Date - Dec68 180p.

*NATIONAL SURVEYS; *OCCUPATIONAL GUIDANCE; *SECONDARY SCHOOLS; *EDUCATIONAL STATUS COMPARISON; *GUIDANCE SERVICES; COUNSELOR FUNCTIONS; GUIDANCE OBJECTIVES; COUNSELOR ATTITUDES; ADMINISTRATOR ATTITUDES; PARENT ATTITUDES; STUDENT ATTITUDES; PROGRAM PLANNING; TEACHER ROLE; COUNSELOR TRAINING; QUESTIONNAIRES; OCCUPATIONAL INFORMATION

A national survey of vocational guidance in secondary education was conducted in the fall of 1966. The purposes of the survey included: (1) to describe the present status of guidance in public secondary schools in terms of services, functions of counselors, and student contact, (2) to provide a reference point for future surveys, (3) to compare the viewpoints of school administrators, counselors, teachers, students and parents on guidance issues, (4) to compare guidance programs by type of secondary school, (5) to identify needed changes in the professional education of the counselor, and (6) to identify needed research in program planning. Six types of public secondary schools were surveyed: urban comprehensive, rural comprehensive, urban general academic, rural general academic, urban vocational, and area vocational-technical. Principals, counselors, teachers, parents, and students representing 355 schools from 48 states returned a total of 6,484 completed questionnaires. The survey findings were reported in 62 tables. Detailed comparisons were made both by type of respondent and type of school, as well as broader analyses of major issues. (CH)

VT 007 924 ED 026 544
Martin, Ann M.
A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report.

Pittsburgh Univ., Pa.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$1.25 HC-$14.10 OEC-6-85-052 08
BR-5-0162
Pub Date - Dec67 280p.

*OCCUPATIONAL GUIDANCE; *MULTIMEDIA INSTRUCTION; *NONCOLLEGE PREPARATORY STUDENTS; *LEARNING THEORIES; *TEACHING MODELS; GUIDANCE PROGRAMS; VOCATIONAL COUNSELING; OCCUPATIONAL INFORMATION; AUDIOVISUAL AIDS; SURVEYS; QUESTIONNAIRES; BEHAVIOR THEORIES; HIGH SCHOOL STUDENTS; CAREER PLANNING; GUIDANCE SERVICES; CULTURALLY DISADVANTAGED; VOCATIONAL DEVELOPMENT

The central purpose of the project's research efforts is its concentration on: (1) the placing of career development of noncollege bound in a learning theory framework, (2) how to communicate with and motivate the noncollege bound, and (3) the development of materials and techniques designed to provide the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behaviors important to career planning and choice. A behavioral model on which to base guidance materials was developed by the project. This model includes three components that ought to be considered in conjunction with one another and are dependent upon one another namely, an informational component, a behavioral component, and a media component. These components allow a broad base for determining what career information is to be communicated and how it is to be communicated for a given guidance objective. Guidance curriculum units consisting of sample film modules and slide tapes for grades 8 through 12 were developed for use with noncollege disadvantaged youth. Audiovisual and other ancillary materials are in the planning and development stages. (CH)

VT 008 085 ED 028 290
Manning, Sarah L.; Dunsing, Marilyn
Selected Bibliography of Theses and Research in Family Economics and Home Management.

American Home Economics Association, Washington, D.C.
EDRS PRICE MF-$0.25 HC-$2.90
American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 ($.75).
Pub Date - 65 56p.

*HOME ECONOMICS EDUCATION; *HOME MANAGEMENT; *CONSUMER EDUCATION; *BIBLIOGRAPHIES; FAMILY MANAGEMENT; INDEXES (LOCATERS); *EDUCATIONAL RESEARCH

Bibliographic citations are classified according to: (1) Home Management, (2) Teaching Home Management, (3) Use of Space, Work Areas, Housing, Equipment, (4) Time and Energy, (5) Consumer Buying, (6) Family Economics, (7) Teaching Family Economics, (8) Levels and Standards of Living, (9) Income, Expenditures, and Savings, (10) Financial and Economic Arrangements, and (11) Age of Family. Each of these classifications is subdivided into several more precise classifications for easy reference. Materials referenced are for the most part journal articles, Dating from 1961 to 1965. (FP)

VT 008 209
Campbell, Robert E., And Others
Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 11-13, 1968). Vocational Guidance General Meetings.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 19p.

*VOCATIONAL ADJUSTMENT; *EDUCATIONAL RESEARCH; *YOUNG ADULTS; *VOCATIONAL COUNSELING; *SPEECHES; VOCATIONAL DEVELOPMENT; VOCATIONAL EDUCATION; COUNSELOR PERFORMANCE; RESEARCH REVIEWS (PUBLICATIONS); ROLE PERCEPTION; YOUTH; YOUTH EMPLOYMENT; EMPLOYMENT PROBLEMS
*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

"A Transition from School to Work, An Interim Report of Research Findings" by Robert E. Campbell describes seven studies related to the adjustment problems of young workers. The four studies which are completed are: (1) an annotated survey of the literature on the transition from school to work, (2) problems in the transition from high school to work as perceived by vocational educators, (3) problems in the transition from school to work as perceived by youth opportunity center counselors: a national survey, and (4) changing the responses of vocational students to supervision. The last three of these are described in detail. Three studies still in progress are: (1) experimental attempts to improve the adjustment of vocational trainees to supervision, (2) a survey of worker adjustment problems as perceived by youth on the job, and (3) applications of role theory to occupational choice and adjustment. "The Things-Data-People Vocational Counseling Interview" by Sidney A. Fine, describes the total performance counseling interview, one by which a counselor can explore those activities and decisions in a person's life which form the basic background for input for his ultimate choices and adaptations. (CH)

VT 008 285
Harris, Jo Anne
A Report on Project CVIS (Computerized Vocational Information System) In Operation at Willowbrook High School, Villa Park, Illinois.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar69 72p.; Prepared for National Convention of Research Coordinating Unit Directors (Salt Lake City, March 25-27, 1969).

*OCCUPATIONAL GUIDANCE; *COMPUTER ORIENTED PROGRAMS; *OCCUPATIONAL INFORMATION; DECISION MAKING; *CAREER PLANNING; HIGH SCHOOL STUDENTS; *INFORMATION SYSTEMS; COUNSELOR FUNCTIONS; STUDENT RECORDS; STUDENT ATTITUDES; COUNSELOR ATTITUDES; QUESTIONNAIRES; OCCUPATIONS; COMPUTER ASSISTED INSTRUCTION

*PROJECT COMPUTERIZED VOCATIONAL INFORMATION SYSTEM; PROJECT CVIS; WILLOWBROOK HIGH SCHOOL; VILLA PARK; ILLINOIS

The purpose of this project is: (1) to provide a system by which a student may explore a wide range of occupations with some feedback from his own record of ability, achievement, and interest, (2) to teach a decision making process, (3) to accomplish these goals in an interesting manner, and (4) to assign to the computer the data retrieval and comparison functions it performs best, thus giving human counselors more time to perform the counseling which requires sensitivity and human communication. The sections of the report include theoretical framework, student use of the system, counselor use of the system, student reaction, and system design and programming. Examples of the 400 occupational briefs, computer programs, and scripts which allow students to learn and make decisions about the gateways to careers, military training opportunities, apprenticeships, local jobs, technical and specialized schools, community college occupational curricula, and 4-year colleges are provided. (CH)

TEACHERS AND
TEACHER EDUCATION
SECTION

VT 001 485
Van Trump, W.F.
A Follow-Up Study of the First Fifty Graduates of Trade Technical Education.

Ferris State Coll., Big Rapids, Mich.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 29p.

*GRADUATE SURVEYS; GRADUATE STUDY; *TEACHER EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *INDUSTRIAL ARTS; TECHNICAL EDUCATION; *TEACHER SALARIES; SALARIES; QUESTIONNAIRES
FERRIS STATE COLLEGE

Questionnaires were sent to 50 persons who had graduated between March 1961 and January 1966. Responses, obtained from 46, indicated: (1) 2 were in graduate school, (2) 13 were teaching in senior high, (3) 2 were teaching in junior high, (4) 4 were teaching in post high schools, (5) 2 were teaching in corrective institutions, (6) 20 were employed in industry, and (7) 1 was in the United States Air Force. Better salaries were listed by 14 persons as the reason for working in industry. Graduate study at the Master's level was being done by 12, and 2 were working beyond the Master's level. Graduate study was planned by seven others. The salary range for the group was from $5,000 to over $12,000. The modal salary was $8,200 for non-teachers and $6,658 for teachers. However, when adjusted by contract length the difference was not great. Conclusions were: (1) Graduates exhibit a professional interest in teaching, (2) Non-teachers felt work experience was a necessary part of their teacher preparation, (3) Teachers are interested in graduate study for professional growth, (4) Most teachers are high school vocational teachers, and (5) Post secondary and college level teaching was the future employment choice for both groups. Questionnaires, comments, and graduates' names, addresses, and occupations are included. (EM)

VT 001 818 ED 026 454
Gilbert, Ardyce Lucile
Clinical Evaluation of Predictive Data for Prospective Home Economics Teachers.

Iowa State Univ. of Science and Technology, Ames
EDRS PRICE MF-$0.25 HC-$2.30
Pub Date - 66 44p.

*HOME ECONOMICS EDUCATION; TEACHER EDUCATION; *PREDICTIVE MEASUREMENT; *TEACHER CHARACTERISTICS; RATING SCALES; TEACHER EVALUATION; *HOME ECONOMICS TEACHERS; *SUCCESS FACTORS; LONGITUDINAL STUDIES; EFFECTIVE TEACHING; EVALUATION CRITERIA; EDUCATIONAL PLANNING

This investigation, part of a longitudinal study of homemaking teacher effectiveness, was designed to explore the usefulness of clinical judgments to predict teacher success. Clinical judgment is defined as involving the ability to make sound decisions after gathering and evaluating all the pertinent evidence, weighing possible alternatives in terms of past experience or normative probabilities, and arriving at problem solutions which reflect basic science orientations. The plan worked to determine the reliability of the judge's estimates and to correlate their estimates and the composite success scores. Ten judges, including clinical psychologists, guidance counselors, and home economic teacher educators each analyzed 16 randomly assigned cases, providing two evaluations per case. Statistical analysis revealed significant differences among judges, subjects, and measures, and that correlation of judges' estimates and composite success scores was not feasible. All types of predictive data were considered useful as they were referred to in the judges' evaluation. The appendix contains interpretations of test scores and samples of the judges' rating sheet. (FP)

VT 002 729 ED 024 761
Sedgwick, Lorry K.
Teacher Model; A Model to Guide Curriculum Development for the American Industry Project.

Stout State Univ., Menomonie, Wis.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.25 HC-$0.95 OEC-5-85-060 08
BR-5-0058

Pub Date - Feb66 17p.

*CLASSIFICATION; *INFORMATION STORAGE; *TEACHER CHARACTERISTICS; TEACHER EDUCATION; CURRICULUM; *LITERATURE REVIEWS; PILOT PROJECTS; *MODELS; CURRICULUM DEVELOPMENT; BIBLIOGRAPHIES
*AMERICAN INDUSTRY PROJECT

One phase of the American Industry Project was the development of a pilot program for teacher education. The decision was made to determine what kind of teacher was needed and develop the curriculum to produce this teacher. To make this determination a review of literature and interviews were conducted. Three kinds of criteria were most often used in research: student gain, rater evaluation, and logical argument. The data from the reviews and interviews were cast into a multi-cell two dimensional model for classification purposes. The second level of the model is a 2 X 2 matrix showing modifiable or non-modifiable attributes which were identifiable from authors' opinions or research data. At the fifth level some cells contain as many as 17 attributes. This system permits a rational classification of existing information and the storage retrieval of new information on teachers' attributes. The classification model is applied to 29 references with a numeric code and a verbal description given for each classification which represents an attribute at some level of specificity. Bibliographic items data from 1924 to 1964. (EM)

VT 004 182 ED 022 862
Knouse, Reno S.
Needed Improvements in Distributive Teacher Education. Professional Bulletin-1.

Michigan State Univ., East Lansing. Distributive Teacher Education Service
Council for Distributive Teacher Education
EDRS PRICE MF-$0.25 HC-$1.40
Pub Date - 64 26p.

*TEACHER EDUCATION; *DISTRIBUTIVE EDUCATION; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *PROGRAM IMPROVEMENT; NATIONAL SURVEYS; CURRICULUM PLANNING; QUESTIONNAIRES; *EDUCATIONAL NEEDS

Twenty-nine distributive teacher educators ranking items of importance in developing teacher education, felt that the following should receive immediate attention: student teaching experience in coordination, various phases of adult education, work experience in management, development of technical courses, and development and use of criteria for selecting prospective coordinators. Some of the other emerging considerations for distributive teacher education were: (1) More attention should be given to the distributive education club program to insure worthwhile activities, (2) Coordinators need preparation to assume leadership of a local club, (3) A future teacher section is needed in the Distributive Education Clubs of America, (4) Required qualifications and training for teacher coordinators on this must be determined on the junior college level, (5) Area teacher -education programs are needed, (6) Special teacher-education programs for those planning careers in city, area, or state supervision need to be developed, (7) There is a need for college textbooks, (8) Because the demand is greater than the supply, ways and means of recruiting prospective coordinators must be developed, and (9) Training in practical research is needed. (MM)

VT 004 530 ED 022 868
Bronson, Clement A.
An Evaluation of Selected Aspects of Agricultural Education Programs in the Inter-Regional Land Grant Institutions of the United States.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-6997, $7.34 microfiche, $26.10 xeroxed).
Pub Date - 63 565p.

*AGRICULTURAL EDUCATION; *PROGRAM EVALUATION; *TEACHER EDUCATION; EVALUATION CRITERIA ; *EDUCATIONAL OBJECTIVES; *LAND GRANT UNIVERSITIES

The purposes of the study were to (1) ascertain necessary appraisal factors for educational programs of departments of agricultural education, (2) evaluate teacher education programs in agriculture, and (3) discover strengths, weaknesses, and needed changes. Preliminary position statements were submitted to a jury of 15 head teacher educators. A modified draft, questionnaire, and evaluation schedule were resubmitted for final adoption by the jury. Major agricultural education program objectives, agreed upon by the jury, concerned: (1) trainee recruitment, (2) training curriculum, (3) teacher placement, (4) inservice teacher education, (5) research, (6) administration and supervision, (7) staff, (8) instruction, (9) facilities, and (10) public relations. The position statements upon which the evaluation criteria were based, were operationally sound as a basis for evaluating current programs. Agricultural education departments in one quasi-land-grant and 14 land grant institutions were studied. The weakest areas in teacher education programs were research, trainee recruitment, and public relations. The strongest areas were staff, training curriculum, and institutional facilities. Identified needs were: (1) increases in professional and clerical personnel, (2) cooperative research among institutuions to improve programs and solve reciprocal problems, and (3) systematic internal department evaluation programs. (JM)

VT 004 560 ED 022 870
Hoerner, Thomas Allen
Factors Related to Employment of Iowa State University Graduates in Agricultural Education.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-2990, microfilm $3.00, xeroxed $8.60).
Pub Date - 65 170p.

COLLEGE GRADUATES; GRADUATE SURVEYS; AGRICULTURAL EDUCATION; *VOCATIONAL AGRICULTURE; *VOCATIONAL AGRICULTURE TEACHERS; TEACHER CHARACTERISTICS; INDIVIDUAL CHARACTERISTICS; *FORMER TEACHERS; EMPLOYMENT STATISTICS; *TENURE; DOCTORAL THESES
IOWA; IOWA STATE UNIVERSITY

Information from questionnaires and permanent college records of 1,022 Iowa State University graduates in agricultural education provided data for determining the factors that influenced the employment tenure of men who graduated between January 1, 1940 and July 1, 1964 and who were qualified to teach vocational agriculture. Fifteen variables selected from the data for the 1951-52 and the 1957-58 groups of graduates were organized into two 15-variable intercorrelation matrixes. Five factors selected from graduates' responses to a 24-item list of factors having influenced their decision to leave vocational agriculture teaching were correlated with 15 selected variables pertaining to the graduates' educational background, first employment, and 1964 employment. Some findings were: (1) 89 percent of the graduates were farm-reared, (2) Vocational agriculture teaching was the first employment area of 56 percent, and the 18.2 percent who were teaching in 1964 had taught an average of 7.0 years, (3) Factors influencing the graduates to enter their first employment area were a feeling of being best trained, close work with people, freedom and independence of job, and salary, and (4) Factors invluencing graduates to leave vocational agriculture teaching were long hours, evening responsibilities, salary, and advancement opportunities, community factors, and failure to adjust to teaching assignment. This Ph.D. thesis was submitted to Iowa State University. (WB)

VT 004 678
Ernst, Howard E.
Profiles of Minnesota Day School Trade and Industrial Teachers in the Area Vocational Schools.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 96p.

TRADE AND INDUSTRIAL EDUCATION; *TRADE AND INDUSTRIAL TEACHERS; *TEACHER CHARACTERISTICS; TEACHER QUALIFICATIONS; *EDUCATIONAL BACKGROUND; *WORK EXPERIENCE; TEACHING LOAD; *AREA VOCATIONAL SCHOOLS; STATE SURVEYS; TEACHER EDUCATION; OCCUPATIONAL MOBILITY; EMPLOYMENT EXPERIENCE; CERTIFICATION
MINNESOTA

Questionnaires returned by 203 certified day-school trade and industrial instructors provided descriptive information for the State department of education and for planning instructor training programs. Findings included: (1) 46 instructors were female, (2) The median age was 43.3 years, (3) 11 had not completed high school, (4) 60 held a bachelor's degree, (5) 14 held a master's degree or its equivalent, (6) 158 had taken course work in the previous 3 years, (7) 75 had teacher education courses beyond certification requirements, (8) 141 had taken on-campus courses for off-campus credit, (9) 90 had participated in industrial workshops, (10) 50 had taken off-campus courses for credit, (11) 97 had been in some kind of apprentice program, (12) 84 were union members, (13) 22 belonged to an employers' or contractor's association, (14) The median trade experience before teaching was 12.45 years, (15) 8 had less than 2 years trade experience, (16) 161 were certified in only one area, (17) 150 taught both the shop and related information phases, (18) 129 indicated they had no free preparation time, and (19) Their median salary was $7,269. This is an independent paper submitted for Ind. 200 Research Problems at The University of Minnesota. (EM)

VT 005 236 ED 024 775
Cushman, Harold R.
An Anthology of Teacher Education in Agriculture.

American Association of Teacher Educators in Agriculture, St. Paul, Minn.
State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.
EDRS PRICE MF-$0.50 HC-$5.05
Pub Date - 67 99p.

*TEACHER EDUCATION; *AGRICULTURAL EDUCATION; *SPEECHES; EDUCATIONAL PROBLEMS; *EDUCATIONAL TRENDS; PROFESSIONAL RECOGNITION;

Presentations on professional issues and problems in agricultural education were made at the Teacher Educator's Breakfast held annually from 1957 through 1966 during the American Vocational Association Convention. These speeches were delivered by professional leaders chosen by their associates on the basis of their challenging, instructive, or provacative point of view on current issues. Some presentations were: (1) Keeping The Faith of Our Predecessors," (2) "Direction in Teacher Education," (3) "Philosophy, Theory, and Practice in Agricultural Education," (4) "Teacher Education--Tomorrow," (5) "Challenges to Leadership in Agricultural Education in The Golden Sixties," (6) "Retrospect and Prospect," and (7) "Vocational Agriculture and Education As a Whole." It was concluded that this series of speeches could serve as a baseline for projecting programs for the future, and a source of renewed inspiration and courage to all members of the teacher education profession. (WB)

VT 005 607 ED 025 599
Storm, George
The Successful Teacher in Technical Education: The Preparation of the Successful Teacher.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-11514, microfilm $3.00, xeroxed $6.80).
Pub Date - Jun65 139p.

DOCTORAL THESES; *TEACHER EVALUATION; *SUCCESS FACTORS; VOCATIONAL DIRECTORS; *TEACHER CHARACTERISTICS; *NATIONAL SURVEYS; QUESTIONNAIRES; VOCATIONAL EDUCATION TEACHERS; TEACHER RATING; WORK EXPERIENCE; TEACHER SALARIES; PROFESSIONAL EDUCATION; TEACHING ASSIGNMENT; TEACHER EDUCATION
NATIONAL DEFENSE EDUCATION ACT; TITLE III; *TECHNICAL EDUCATION TEACHERS

The purposes of this study were to identify success factors in technical education teaching and to obtain subject matter recommendations for the improvement of technical teacher education. A national population of technical education directors offering post-secondary technical education programs in 1963 under Title III of the National Defense Education Act was used as a source of evaluation information of 304 technical teachers. One hundred and thirty-eight of these technical teachers also furnished information. Separate questionnaires were developed for the director group and the teacher group. In evaluating differences between average high and low success teachers, the average high success teacher earned $2,636 more annually, had more students in his classes, belonged to fewer technical and professional organizations, and lead more community youth organizations than did the average low success teacher. There were no differences between the high and low success teachers for (1) sex, (2) major technical teaching fields, (3) age at start of teaching career, (4) teaching load, (5) membership in community service organizations, (6) marital status, and (7) cultural interests. This Ed.D. thesis was submitted to Oregon State University. (EM)

VT 005 644
Little, Wayne G.
The Historical Development of A Post High School Distributive Education Program with Implications for Teacher Education. CDTE Study Number 12.

Minnesota Univ., Crookston. Div. of Business
Council for Distributive Teacher Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec67 33p.

*DISTRIBUTIVE EDUCATION; *DISTRIBUTIVE EDUCATION TEACHERS; *TEACHER EDUCATION; *POST SECONDARY EDUCATION; PROGRAM DEVELOPMENT; *PROGRAM ATTITUDES; TEACHER RESPONSE; TEACHER ATTITUDES; *TEACHER EXPERIENCE; PROGRAM IMPROVEMENT

A person with a background in post high school distributive education programs was interviewed to ascertain his opinion and feelings concerning his experiences in the organization, operation, and development of the programs. Specific conclusions are not drawn, but the purpose of the study was to present information from which the reader might identify implications and issues that could be used in improving teacher education programs in distributive education. Some of the 26 questions asked in the interview were: (1) Did you have any specific professional preparation to be a post high school coordinator, (2) How did you feel about working with post high school students, (3) What was the nature of the post high school program that you operated in your first year at that school, (4) Did you know what you were going to teach, (5) Describe one or two of the teaching methods that seemed to work best for you at the time, (6) What did you do to make the program known, (7) How would you summarize your early experience as a post high school teacher-coordinator, and (8) Do you feel that a teacher education program which is preparing teacher-coordinators for high school positions can give sufficient background to qualify a person as a post high school coordinator instructor. (MM)

VT 005 724 ED 024 782
Lamar, Carl F., And Others
A Clinical Workshop in Mental Health and Psychiatric Nursing for Instructors in Schools of Practical Nursing. Final Report.

Kentucky Research Coordinating Unit, Lexington
Kentucky State Dept. of Education Frankfort. Bureau of Vocational Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.95 OEG-1-7-070544-3759 08
BR-7-0054

Pub Date - Feb68 77p.

*TEACHER WORKSHOPS; HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSING; NURSES; *MENTAL HEALTH; *MENTAL ILLNESS; PSYCHIATRIC HOSPITALS; HOSPITALS; MENTAL RETARDATION; PRACTICAL NURSES; COMMUNICATION (THOUGHT TRANSFER); COMMUNITY HEALTH; CLINICAL EXPERIENCE; PROGRAM EVALUATION; PROGRAM DESCRIPTIONS; PSYCHIATRIC SERVICES
KENTUCKY

Twenty directors and instructors in schools of practical nursing in Kentucky and a total of nine directors and instructors from six other stages and the District of Columbia attended a 2-week workshop at the University of Kentucky in July 1967. The purpose was to assist participants to integrate mental health concepts into the practical nurse curriculum, improve instruction in psychiatric nursing, and to acquire knowledge about the newest materials and latest techniques and skills in the field. Kentucky State Hospital provided clinical experience and field trips were made to Frankfort State Hospital and Home for Mentally Retarded and to the National Institute of Mental Health Clinical Research Center. Methods included films, tours, lectures, demonstrations, student-patient conferences, and student-faculty conferences. The National League for Nursing Psychiatric Nursing Achievement Test was used for pre- and post-testing; the group mean score was at the 32nd percentile on the pretest and at the 72nd percentile on the post-test. Abstracts of speeches included in the report are "Present and Future Trends of Mental Health" by Dale Farabee, "Utilizing Mental Health Concepts in the General Hospital Setting" by Virginia Kilander, "Mental Health Concepts" by Fressa Roche, "Communicating" by Linda L. Hays, "Mental Retardation" by Bessie McCord, "Utilization of the Practical Nurse in Mental Health" by Annie Laurie Crawford, and "Community Mental Health" by Elaine Kiviniemi. (JK)

VT 005 767 ED 024 784
Wick, S.K.; Kavanaugh, W.A.
An Introduction to Teaching Vocational Technical Education, A Pre-Service Teacher Training Course for Potential Vocational Teachers in Minnesota. Final Report.

Minnesota State Dept. of Education, St. Paul. Vocational Education Section
EDRS PRICE MF-$0.25 HC-$1.45 OEC-6-85-051 08
BR-5-0168
Pub Date - Jul67 27p.

*VOCATIONAL EDUCATION TEACHERS; INSTRUCTIONAL TELEVISION; INSTRUCTIONAL DESIGN; *PRESERVICE EDUCATION; *COURSE ORGANIZATION; COURSE DESCRIPTIONS; COURSE OBJECTIVES; *DEMONSTRATION PROJECTS; *VIDEO TAPE RECORDINGS; VOCATIONAL EDUCATION; TEACHER EDUCATION; INSTRUCTIONAL FILMS
MINNESOTA

The purpose of this project was to revise and reformat 12 instructional units for the professional, pre-service education of potential vocational teachers in Minnesota. These 2-hour units include 30-minute filmed presentations. Developmental activities included the trial use of these units on 60 potential teachers in four separate classes. The materials included in addition to the films a detailed course of instruction, achievement tests, instructional materials, and a leader's guide. The units are: (1) Teaching in Vocational-Technical Schools, (2) Analyzing for Instruction, (3) Organizing Course Components, (4) Planning the Lesson, (5) Teaching for Understanding, (6) Teaching for Motor-Skill Development, (7) Teaching With Instructional Aids, (8) Developing Instructional Aids, (9) Evaluating Instructional Outcomes, (10) Developing Evaluative Materials, (11) Managing Teaching-Learning Facilities, and (12) Planning Your Teaching Career. The appendix, ED 024 785 (VT 005 768), contains (1) course objectives, (2) unit objectives, (3) a list of lesson materials, (4) unit examinations, and (5) film scripts with cues indicating when to use visual aids. (EM)

VT 006 409 ED 025 618
Program of Teacher Education for Environmental Technology (POTEET).

The National Sanitation Foundation, Ann Arbor, Mich.
Kellogg (W.K.) Foundation, Battle Creek, Mich.
Statler Foundation, New York, N.Y.
EDRS PRICE MF-$0.25 HC-$0.85
Pub Date - 31May68 15p.

*ENVIRONMENTAL TECHNICIAN; *TEACHER EDUCATION; CURRICULUM DEVELOPMENT; TEACHER SHORTAGE; *TEACHER RECRUITMENT; SCHOLARSHIPS; PUBLIC HEALTH; HUMAN ENGINEERING; SANITATION; AIR POLLUTION CONTROL; WATER RESOURCES; *PROGRAM DESCRIPTIONS; COMMUNITY COLLEGES; *COLLEGE TEACHERS; EDUCATIONAL PROGRAMS; HEALTH OCCUPATIONS EDUCATION
*PROGRAM OF TEACHER EDUCATION FOR ENVIRONMENTAL TECHNOLOGY PROJECT; POTEET; ENVIRONMENTAL TECHNOLOGY

The environmental technician, a new but necessary subordinate of a professional environmentalist, might be employed by a health department, natural resources commission, state agriculture department, municipal water plant, or by business or industry in self-inspection and corrective acitivites. The Program of Teacher Education for Environmental Technology, by developing teacher training in the field of Environmental Health, hopes eventually to promote the environmental technician and free the professional for managerial responsibilities. The project proposes (1) to evaluate the trainee's areas of competence, and (2) to come to mutual agreement with the selected community college about the kinds of experience in the classroom and on the job that would best prepare the trainee for his new experiences. The training would consist mainly of university study with related teaching experiences in the community college. The individual would spend at least some time at the training center operated in cooperation with the University of Michigan School of Public Health, studying the development and application of standards in environmental health. Potential environmental technology teachers might be practitioners in the field or teachers in related fields. Other functions of the project will be curriculum development and student recruitment. (JK)

VT 006 416 ED 022 918
Hill, Alberta D.
Institute for Home Economics Teacher Educators on Preparing Teachers for Occupational Programs. Final Report.

Iowa State Univ. of Science and Technology, Ames
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$5.45 OEG-3-7-070500-3049 08
BR-7-0500
Pub Date - Feb68 107p.

*OCCUPATIONAL HOME ECONOMICS; *TEACHER EDUCATION; *PROGRAM PLANS; RESOURCE MATERIALS; *VOCATIONAL EDUCATION; EDUCATIONAL PHILOSOPHY; TEACHER EVALUATION; PROGRAM DEVELOPMENT; *SUMMER INSTITUTES; HOME ECONOMICS TEACHERS

Thirty selected home economics teacher educators from 24 states participated in a 3-week summer institute which was devoted to (1) the identification and clarification of philosophies of vocational education affecting teacher education in home economics, (2) teacher qualifications, (3) program development, and (4) guidelines for evaluating teacher effectiveness as a basis for experimentation and revision of teacher education. The institute program consisted of talks by consultants, reports of successful programs, field trips, and study of resource materials. Each participant worked individually or in small groups to develop a specific teacher education plan, of which summaries are given. A more complete description of 14 plans are included in the appendix. Followup evaluation showed all plans to be in action. Major ideas and conclusions evolving from the institute are listed according to: Purposes and Philosophies of Home Economics Education, Cooperation and Integration Within Vocational Education, Leadership and Communication, Research Needs, Methods and Materials, Teacher Preparation and Growth. References, models and questionnaires are included for several plans. (FP)

VT 006 503 ED 022 921
Froelich, Loren H.
Factors Related to the Tendency of Iowa State University Agricultural Education Graduates to Not Enter or to Leave the Vocational Agriculture Teaching Profession. Ag. Ed. Research Publication No. 17.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
EDRS PRICE MF-$0.25 HC-$1.50
Pub Date - 66 28p.

*AGRICULTURAL EDUCATION; GRADUATE SURVEYS; *CAREER CHOICE; *TEACHER PERSISTENCE; *VOCATIONAL AGRICULTURE TEACHERS; TEACHING CONDITIONS; TEACHER ATTITUDES; *COLLEGE GRADUATES; TENURE; FORMER TEACHERS; INCOME IOWA STATE UNIVERSITY

Information from 823 of the 1,127 non-teaching agricultural education graduates from Iowa State University from January 1940 to July 1964 was examined to investigate environmental factors influencing agricultural education graduates to teach vocational agriculture and reasons for leaving vocational agriculture teaching. Examination of the data revealed: (1) Over 43 percent of the non-teaching graduates were aware of the vocational agriculture teaching profession before college enrollment, while 26 percent were not aware of the profession until their sophomore year in college, (2) Graduates who had taken vocational agriculture in high school had a longer teaching tenure, (3) Highest grade averages were held by those graduates who never taught, (4) 51 percent of graduates not presently teaching reported vocational agriculture teaching as their first employment areas, (5) Graduates entered vocational agriculture teaching as their first employment because they felt best trained in this area, liked working with people, and the salary was advantageous, (6) Factors influencing agriculture education graduates to leave vocational agriculture teaching were lack of advancement opportunities, salary, too many evening responsibilities, and long hours. Vocational agriculture teachers with longer tenure influenced more potential students to enroll in agricultural education than teachers with short tenure. (DM)

VT 006 628 ED 024 801
Bjorkquist, David C., And Others
Trade and Industrial Teacher Education: A Research Critique and Model for Action. Vocational-Industrial Education Research Report No. I.

Pennsylvania State Univ., Philadelphia. Dept. of Vocational Education
EDRS PRICE MF-$0.25 HC-$1.00
Pub Date - Mar68 18p.

*TRADE AND INDUSTRIAL EDUCATION; *TEACHER EDUCATION; *EDUCATIONAL RESEARCH; *MODELS; *RESEARCH REVIEWS (PUBLICATIONS); BIBLIOGRAPHIES; RESEARCH NEEDS; RESEARCH TOOLS

A critique of research in trade and industrial teacher education was prepared from a bibliography of 35 studies completed between 1963 and 1967. Some of the conclusions based on the studies are: (1) A sizeable number of the research has been conducted by students as part of a doctoral program, (2) Recent increases in federal funding have not seemed to greatly improve the sophistication of research which has been directed specifically toward trade and industrial teacher education, and (3) The majority of the studies have been concerned with either the teacher education process or the teacher education product. The critique of research serves as a foundation for a model designed to better facilitate the study of trade and industrial teacher education--the model represents the existing teacher education process which may be viewed as a general teacher education model. However, it provides a unique categorical system of process and effects as well as a series of interdependencies in trade and industrial teacher education. The simplicity of the model permits one to develop as much detail as necessary to study a particular problem and provides a starting point from which research models can be developed. (HC)

VT 006 668 ED 023 869
Baugrud, Kim Julius
Industrial Education for the Visually Limited: The Teacher and His Approaches to Instruction in the Residential School.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 146p.

TRADE AND INDUSTRIAL TEACHERS; *BLIND; *PARTIALLY SIGHTED; *TEACHING METHODS; *TEACHER CHARACTERISTICS; TEACHER BACKGROUND; SPECIALISTS; DOCTORAL THESES; RESIDENTIAL SCHOOLS; *INDUSTRIAL EDUCATION; SURVEYS; EDUCATIONAL BACKGROUND; TEACHER ATTITUDES; QUESTIONNAIRES; EFFECTIVE TEACHING

The purposes of this survey were to (1) ascertain the personal and professional characteristics of industrial education teachers of the visually limited, (2) identify prevailing instructional methods and techniques used by these teachers, and (3) ascertain the nature and extent of agreement between these teachers and selected specialists on their methods and techniques. Data were collected by questionnaire from 68 teachers in public and private residential schools for the blind and from 12 specialists. Major findings included: (1) 80 percent of the teachers had been in their present position more than 3 years, (2) Teachers learned methods of instruction by themselves or from other teachers, (3) 74 percent of the degree teachers had or were pursuing graduate degrees but less than 20 percent of all teachers had an American Association of Instructors of the Blind teacher rating, (4) There was a correlation of .834 between teachers and specialists on instructional methods, and (5) Teachers reported a need for course work in methods of teaching visually limited students. This study was submitted to the University of Missouri in fulfillment of the Ed.D. degree. (EM)

VT 006 674 ED 025 622
Singletary, Thomas Alexander
An Analysis of Metal Finishing Technology and Its Status in Industrial Teacher-Education.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.
Pub Date - 68 159p.

DOCTORAL THESES; *NATIONAL SURVEYS; *INSTRUCTIONAL PROGRAMS; *INDUSTRIAL ARTS; *TEACHER EDUCATION; TEACHING PROCEDURES; *FINISHING PROCESSES; LITERATURE REVIEWS; BIBLIOGRAPHIES; QUESTIONNAIRES; MANUFACTURING

The purposes of this study were to analyze and describe metal finishing processes and to ascertain the extent to which these processes are taught in industrial teacher education programs. Handbooks and industrial literature were reviewed, and a survey of 165 teacher education departments was made to collect the data. Finishing processes were grouped as metal plating, anodic and chemical coating, film finishing, and polishing, and each are discussed in a descriptive, illustrated chapter. Instructional units on metal finishing were taught in 120 colleges in metal, general metal, or multiple activity courses; however, no college offered an entire course on this subject. Some findings from the college survey were: (1) general metals courses most often contain finishing units, (2) 63 colleges required industrial arts teachers to complete courses including metal finishing techniques, (3) only two colleges offer more than 10 semester hours of course work which contains such units, (4) technical manuals are the most used sources of instructional content on finishing, and (5) readings and projects are the most used student activities with oral presentations and demonstrations being the most used instructional approaches. This thesis was submitted to the University of Missouri. (EM)

VT 007 304 ED 023 922
Williams, David L.; Hull, William L.
Personal and Situational Variables which Inhibit or Stimulate the Adoption of Agricultural Occupations Curricula as an Innovation in Vocational Agriculture by Institute Participants. Final Report.

Oklahoma State Univ., Stillwater. Research Foundation
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$6.25 OEG-1-7-070052-4587 08
BR-7-G-052
Pub Date - Sep68 123p.

*VOCATIONAL AGRICULTURE TEACHERS; *DIFFUSION; *ADOPTION (IDEAS); COOPERATIVE EDUCATION; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; EDUCATIONAL INNOVATION; HIGH SCHOOLS; EDUCATIONAL RESEARCH; CORRELATION; ADMINISTRATOR ATTITUDES; SUMMER INSTITUTES; TEACHER ATTITUDES
OKLAHOMA

To identify variables accounting for variation in diffusion of cooperative agricultural occupations curriculums, data were collected by interviews with 32 teachers who were participants in one of the agricultural occupations institute workshops conducted at Oklahoma State University during the summers of 1965 or 1966 who were still teaching vocational agriculture in the same school in 1968, and their administrators. Regression analysis was used to compute a simple correlation matrix, partial and multiple correlation coefficients, and a multiple regression equation for use in predicting diffusion of cooperative agricultural occupations curriculums into a vocational agriculture program. Variables related significantly to diffusion were: (1) number of teachers in the department, (2) number of students enrolled, (3) teacher innovativeness, and (4) the number of non-farm students enrolled. The multiple regression equation accounted for 70.1 percent of the variance of the predicted criteria. Some recommendations were: (1) Multiple teacher departments are needed for program expansion, (2) More innovative teachers should be used to conduct purposeful changes, and (3) Schools with large enrollments and large non-farm enrollments should be encouraged to add cooperative agricultural programs. An earlier publication concerning this study is available as VT 006 642 (ARM Spring 1969). (DM)

VT 007 468 ED 025 644
Reese, Robert M.
Trade and Industrial Teacher Education and Certification: Report of a National Invitational Research Development Seminar. Research 17.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
North Carolina State Univ., Raleigh. Center for Occupational Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$0.50 HC-$3.20
Pub Date - Nov68 62p.

*TEACHER EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *RESEARCH PROPOSALS; METHODS RESEARCH; *EDUCATIONAL RESEARCH; RESEARCH COMMITTEES; CURRICULUM RESEARCH; *TEACHER CERTIFICATION; SEMINARS; *RESEARCH NEEDS; BIBLIOGRAPHIES; RESEARCH OPPORTUNITIES

This report summarizes a national, invitational seminar to identify and encourage priority research in trade and industrial teacher education and certification. Fifteen nationally recognized leaders in trade and industrial education and three observers from other vocational services met to review relevant research completed to identify and list critical research problems, and to prepare mini-proposals for high priority studies. Papers presented during the conference are incorporated in their entirety: (1) "Trade and Industrial Education Research in Teacher Education and Certification Since 1963" by George L. Brandon, (2) "Basic Certification Requirements for Trade and Industrial Education Teachers" by Bernard T. Fagan, and (3) "Mini-Proposal Format" by Durwin Hanson. Titles of the four mini-proposals developed are: (1) What Professional Competencies are Needed for Successful Teaching, (2) A Model for the Measurement of Occupational Competency, (3) What Might Be the Most Desirable Preservice Experiences for New Teachers? and (4) Relationship of Occupational Competency to Student Achievement. (MM)

VT 007 488 ED 025 650
Prull, Richard W.; Very, Philip S.
A Description and Evaluation of Vocational Teacher Training Programs in the State of Rhode Island.

Rhode Island Occupational Research and Development Coordinating Unit, Providence
EDRS PRICE MF-$0.25 HC-$2.70
Pub Date - Sep68 52p.

*VOCATIONAL EDUCATION; *PROGRAM EVALUATION; *TEACHER EDUCATION; *PRESERVICE EDUCATION; *PROGRAM DESCRIPTIONS; AGRICULTURAL EDUCATION; BUSINESS EDUCATION; HOME ECONOMICS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; TEACHER QUALIFICATIONS; STUDENT ATTITUDES; TEACHER ATTITUDES; TEACHER EDUCATION; CURRICULUM
RHODE ISLAND

To evaluate undergraduate vocational teacher preparation programs in the state of Rhode Island, the 117 vocational education graduates of the four institutions were surveyed to determine their opinions concerning their college experience. Responses from 66 graduates indicated that : (1) State needs are being fulfilled in vocational business teacher education, with the exception of the lack of training in distributive business education, (2) Agriculture teacher education supplies students with all necessary knowledge and skills in production agriculture; however, additional emphasis is needed in non-farm business, conservation, and food processing, (3) Home economics teacher education produces a sufficient number of well-trained teachers, (4) Trade and industrial teacher education has not kept pace with development of industry and technology and needs progressive change in order to compete with other states, and (5) Actual practical experience in a teacher's occupational field would help him to be a better teacher. (DM)

VT 007 492
Barlow, Melvin L.; Reinhart, Bruce
Profiles of Trade and Technical Teachers: Revised Summary Report 1968.

California, Univ., Los Angeles. Div. of Vocational Education
California State Dept. of Education, Sacramento. Bureau of Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 68 38p.

*TRADE AND INDUSTRIAL EDUCATION; *TECHNICAL EDUCATION; TEACHER ATTITUDES; *TEACHER CHARACTERISTICS; TEACHER EDUCATION; *TEACHER BACKGROUND; TEACHER ROLE; TEACHER DISTRIBUTION; TEACHER EXPERIENCE; TEACHER SALARIES; PROFILE EVALUATION; STATE SURVEYS
CALIFORNIA

A Basic Description Questionnaire from 2,238 teachers was used to describe the teacher population, and make comparisons with previous studies. Fourteen group interviews, which included a self-perception questionnaire, were conducted throughout the state with a total teacher attendance of 185 and resulting data was used to make a prescription-description questionnaire, dealing with changing environment and colleague relationships, which was completed and returned by 408 teachers. Discussed are: (1) Three major types of institutional employment, (2) Characteristics of the trade and technical teacher's career in education, (3) Perceptions of the teachers about their careers, (4) An educational profile of the teachers which compares the educational factor with other factors and reports a striking rise in the educational level, (5) Patterns of affiliation and factors associated with memberships, (6) Relationships of teachers to their several environments, and (7) Teachers' perceptions about what is most helpful in both pre-service and in-service training. A major finding of the study was the respondents' desire for in-service training. Some of the areas of specific information about teachers include personal statistics, educational background and credentials, earnings, and distribution by county. (MM)

VT 008 387
Proceedings of the National Association of Industrial and Technical Teacher Educators (NAITTE) Executive Committee Business Meetings at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Dec. 8-13, 1968).

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec68 63p.

*CONFERENCE REPORTS; INFORMATION DISSEMINATION; TECHNICAL EDUCATION; *INDUSTRIAL ARTS; *TRADE AND INDUSTRIAL EDUCATION; *TEACHER EDUCATORS; *POLICY; DIARIES; ORGANIZATIONS (GROUPS)
NATIONAL ASSOCIATION OF INDUSTRIAL AND TECHNICAL TEACHER EDUCATORS; *AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968; NAITTE

These proceedings of the 1968 National Association of Industrial and Technical Teacher Educators convention include: (1) NAITTE Constitution and By-Laws and Directory of Officers, (2) minutes of three executive committee meetings, (3) minutes of two General Session and Business Meetings, (4) treasurer's report for 1967, (5) "Industrial Arts Policy and Planning Committee Summary Report" by Lowell Carver, (6) Trade and Industrial Education Policy and Planning Committee Summary Report, (7) 1968 annual report of the "Journal of Industrial Teacher Education," (8) Annual Membership and Circulation Report 1967-1968, (9) "A Preliminary Report on the Industrial Teacher Education Directory 1968-1969" by G.S. Wall, (10) "A Comparison of Selected Contemporary Programs in Industrial Education" by Leslie H. Cochran, and (11) "Effects of Field and Job-Oriented Technical Retraining on Manpower Utilization of the Unemployed" by David Bjorkquist. VT 008 388 (ARM Summer 1969) is the 1967 proceedings. (EM)

TEACHING AND LEARNING SECTION

VT 000 602
Tenopyr, Mary L.
Race and Socioeconomic Status as Moderators in Predicting Machine-Shop Training Success.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 17p; Presentation to the American Psychological Association, Washington, D.C., Sept. 4, 1967.

*TRADE AND INDUSTRIAL EDUCATION; *RACIAL DIFFERENCES; *RACE AND SOCIOECONOMIC STATUS; *SUCCESS FACTORS; MACHINE TOOL OPERATORS; RACIAL FACTORS; NEGROES; NEGRO EMPLOYMENT; ANGLO AMERICANS; *JOB APPLICANTS; VERBAL ABILITY; NONVERBAL ABILITY; CULTURAL BACKGROUND; PERFORMANCE FACTORS; TEST VALIDITY; PREDICTIVE ABILITY (TESTING)

Because of differential racial performance on verbal general intelligence tests, culture-fair tests have been developed to emphasize pictorials, spatial, or figural content. A random sample of 187 Anglos, 283 Negroes, and 30 Spanish-Americans was selected from a population of 1,152 who applied for machine shop trainee jobs with a large firm. Variables were treated with analysis of covariance to yield the following results: (1) With socioeconomic status controlled, significant differences between races were found in verbal comprehension, numberical ability, and space visualization, (2) The largest difference was associated with the spatial tests, and (3) Negro job applicants would be put to a greater disadvantage with culture-fair tests. An additional study was conducted to determine whether unfair racial discrimination would result if machine shop training success was predicted on the basis of common regression equations. Selected were 84 Anglos and 83 Negroes hired by a large company in 1966. The socioeconomic status difference between the two groups was not significant, and the tests were found to be equally valid for both with respect to all criteria. The use of Anglo regression lines or common Anglo-Negro regression lines would result in unfair discrimination favoring, not penalizing, the Negro. (DM)

VT 000 836 ED 026 450
Elliott, Jo Eleanor
Toward More Effective Teaching in WCHEN Schools; The Report of a Course in New Training Techniques for Nurse Faculty.

Western Interstate Commission for Higher Education, Boulder, Colo.
Public Health Service (DHEW), Washington, D.C. Div. of Nursing
EDRS PRICE MF-$0.50 HC-$5.25 NTST-640
Pub Date - Oct64 103p.

ABSTRACTS; *HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; *NURSING; PROGRAMED INSTRUCTION; TELEVISED INSTRUCTION; INDEPENDENT STUDY; TEAM TEACHING; *TEACHING METHODS; *ANNOTATED BIBLIOGRAPHIES; INSTRUCTIONAL MEDIA; *INSTRUCTIONAL TECHNOLOGY; MULTIMEDIA INSTRUCTION; INSTRUCTIONAL DEVELOPMENT

Forty-five abstracts represent projects prepared by faculty personnel from Western Council on Higher Education for Nursing (WCHEN) member schools who were participants in a short-term course, "Improving Instruction Through the Use of Selected Tools and Techniques." Programed instruction projects involve various clinical areas and deal with such subjects as arithmetic for nurses, interpersonal relationships, asepsis, intramuscular injection, traction, student counseling, physiology of the endocrine system, and allergy and hypersensitivity. Television teaching projects deal with basic public health statistics, medications, and leadership development. Some independent study project subjects are school nursing, lesson planning, teaching the history of nursing, structured and semi-structured method, psychiatric and public health nursing problems, and principles of administration, supervision, and team management. Team teaching projects deal with such subjects as transition from hospital to home, nursing care in diabetes, and fluid and electrolyte imbalance. (JK)

VT 002 476 ED 025 588
Swatsley, Dolores E.
A Study of the Effectiveness of the Case Method in Teaching Interpersonal Relations to Psychiatric Aides. League Exchange No. 69.

National League for Nursing, New York, N.Y. Mental Health and Psychiatric Nursing Advisory Service
EDRS PRICE MF-$0.50 HC-$3.60
National League for Nursing, 10 Columbus Circle, New York, New York 10019 ($1.25).
Pub Date - 64 70p.

*INTERPERSONAL RELATIONSHIPS; *HEALTH OCCUPATIONS EDUCATION; *TEACHING METHODS; *PSYCHIATRIC HOSPITALS; EXPERIMENTAL GROUPS; CONTROL GROUPS; PRETESTS; *PROGRAM EFFECTIVENESS; ACHIEVEMENT TESTS; QUESTIONNAIRES; CHECK LISTS; LESSON PLANS; PATIENTS; INSTRUCTIONAL MATERIALS; MASTERS THESES; *PSYCHIATRIC AIDES

In a 950-bed state psychiatric hospital, primarily an admission-and-treatment center, the case method was compared with the lecture-discussion method in teaching a unit on interpersonal relations with psychiatric patients to nurse aides. Two groups of 10 aides each were equated for age, sex, formal education, previous inservice training, and performance on a civil service test. The investigator used the case method with one group and lecture-discussion with the other in teaching interpersonal relations in caring for the patient at admission and orientation and in caring for the overactive, underactive, withdrawn, antisocial, adolescent, aged, and convalescent patient. A multiple-choice pretest, a clinical performance evaluation checklist and an opinionnaire were tools for evaluation. It was concluded that the case method was slightly more effective. Some recommendations were validation of results through similar studies, and study of the application of principles learned through the case method over a period of time. The appendix includes a sample evaluation tools and unit objectives, definitions, and lesson plans. (JK)

VT 004 578 ED 022 877
Hayes, Glenn Warren
The Relationship of Socio-Economic Status of Pupils to Their Comprehension of Reference Materials Written at Different Levels of Readability.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-6628, microfilm $3.00, xeroxed $6.00).
Pub Date - 66 113p.

*SOCIOECONOMIC STATUS; *READING COMPREHENSION; *VOCATIONAL AGRICULTURE; *HIGH SCHOOL STUDENTS; GRADE 9; CONTROL GROUPS; EXPERIMENTAL GROUPS; COMPARATIVE ANALYSIS; *REFERENCE MATERIALS
ILLINOIS

A sample of 96 ninth-grade vocational agriculture students in 21 Illinois high schools participated in a study of the relationship between socioeconomic status and reading comprehension. An instructional unit was tested for reading level and rewritten at an easier level. Students were classified by socioeconomic class and randomly assigned to experimental and control groups. They read either the original or rewritten version and responded to a 30-item criterion test to measure comprehension, and to Test Six of the Iowa Test of

Educational Development. Of three socioeconomic groups, the middle group showed significantly better understanding of principles in the material. Students who read rewritten materials scored higher, but no differences were found between experimental and control groups or between socioeconomic groups on recall. No differences were found between experimental and control or between socioneconomic groups in reading comprehension, as measured by the Iowa Test of Educational Development. This Ed.D. thesis was submitted to the University of Illinois. (JM)

VT 006 471 ED 022 920
Steagall, Paul Henry, Jr.
A Study of the Block-of-Time Scheduling in the Secondary Business and Office Education Program in Ohio.

Ohio State Univ., Columbus
DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106
Pub Date - 68 179p.

*TIME BLOCKS; *BUSINESS EDUCATION; OFFICE OCCUPATIONS EDUCATION; *STENOGRAPHY; *PROGRAM EFFECTIVENESS; HIGH SCHOOL STUDENTS; ACHIEVEMENT RATING; GRADE 12; *CONVENTIONAL INSTRUCTION; COMPARATIVE ANALYSIS; TEACHING PROCEDURES; LITERATURE REVIEWS; BUSINESS EDUCATION TEACHERS; STUDENT ATTITUDES; QUESTIONNAIRES; TEACHER ATTITUDES
OHIO

The purposes of the study were to determine whether the achievement of students enrolled in the stenographic block-of-time program is greater than that of students enrolled in the conventional stenographic program and to determine the values of the block program in secondary business and office education. The stenographic skills test and the business fundamentals test of the National Business Entrance Tests were administered to 226 block-of-time students and 221 conventional students in 36 high schools in Ohio. Questionnaire responses from 235 teachers, 232 block-of-time students, and 218 conventional students were analyzed. Analysis of covariance, used to make adjustments for differences in I.Q. scores of the students, and an F-ratio test of significance indicated no differences between the achievement of block and conventional students. A chi square test of student questionnaire responses indicated that those 18 of the 21 practices identified as important by vocational business educators occurred more frequently or to a greater extent in the block-of-time than in the conventional program. A review of the literature and an analysis of the responses indicated the following values of the block-program: (1) It provides time for instruction in depth and for intensive training, (2) The teacher is able to become better acquainted with the needs, interests, and abilities of students and to plan learning experiences to meet student needs, and (3) The teacher is better able to vary instruction to meet individual needs. (PS)

VT 007 499 ED 026 512
Swanson, Edwin A., Ed.
New Media in Teaching the Business Subjects. National Business Education Yearbook, No. 3.

National Business Education Association, Washington, D.C.
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS.
National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.75).
Pub Date - 65 284p.

*BUSINESS EDUCATION; *TEACHING METHODS; *INSTRUCTIONAL TECHNOLOGY; INSTRUCTIONAL AIDS; AUTOINSTRUCTIONAL AIDS; AUDIOVISUAL AIDS; PROGRAMED INSTRUCTION; *INSTRUCTIONAL MEDIA; STAFF UTILIZATION; SYSTEMS APPROACH; BIBLIOGRAPHIES

A practical approach to the use of the new instructional media in business education subjects is presented in this yearbook. With the awareness of urgent problems and the expanded program for business education comes an appreciation for the instructional media, both old and new, that can be applied in everyday teaching. The new media are powerful tools and they are effective tools for those who are skilled in their use. Fifteen chapters from 18 contributors are entitled: (1) An Overview of the New Media, (2) Utilization of Staff and Resources, (3) Instructional Technology--The Systems Approach for Business Education, (4) Programed Instruction and Teaching Machines, (5) Television in Business Education: Today and Tomorrow, (6) New Media for Teaching Shorthand, (8) New Media for Teaching Typewriting, (9) New Media for Teaching Bookkeeping and Accounting, (10) New Media for Teaching General Business, (11) New Instructional Media in Business-Economic Education, (12) Dynamic Techniques for the Instruction of Business Law, (13) Applications of the New Media in Secretarial Office Practice, (14) New Media in Teaching Business Machines, (15) Newer Instructional Media in Business Mathematics, (16) New Developments in Business Communications. (MM)

VT 007 501 ED 026 514
Travis, Dorothy L., Ed.; Missling, Lorraine, Ed.
Selected Readings in Business and Office Occupations - Designed Especially for the Classroom Teacher. National Business Education Yearbook, No. 5.

National Business Education Association, Washington, D.C.
EDRS PRICE MF-$1.50 HC NOT AVAILABLE FROM EDRS.
National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.75).
Pub Date - 67 350p.

*BUSINESS EDUCATION; *TEACHING METHODS; *CURRICULUM DEVELOPMENT; *PROGRAM IMPROVEMENT; *TEACHING PROCEDURES; AUTOINSTRUCTIONAL AIDS; INSTRUCTIONAL TECHNOLOGY; COOPERATIVE EDUCATION; AUTOMATION; OCCUPATIONAL GUIDANCE; PERSONALITY DEVELOPMENT; TESTING PROGRAMS; YOUTH CLUBS

Five high school business education teachers reviewed over 1,500 articles which had been published in the "Business Education Forum" beginning in 1947. Articles selected to be included in this yearbook were felt to be of special value to the high school classroom teacher of business and office occupations. The articles chosen may present different viewpoints and the reader should weigh the merits of each and arrive at a decision which is satisfying to him. Seventy-two articles are presented in 11 sections, which cover (1) enrichment of the subject matter, (2) effective teaching procedures, (3) suggested standards and evaluation, (4) improving personality, (5) effective guidance, (6) utilizing instructional media, (7) the impact of automation, (8) the importance of records management, (9) administering cooperative programs, (10) the national business entrance test, and (11) future business leaders of America. (MM)

VT 007 554 ED 026 518
Ferencz, Dorothy
A Comparison of a Master Teacher and Instructional Assistants in Automated Shorthand and Typewriting Instruction. Final Report. A Pilot Study Conducted at the Harrisburg Area Community College.

EDRS PRICE MF-$0.50 HC-$5.25
Pub Date - 31Jul68 103p.

*OFFICE OCCUPATIONS EDUCATION; *TEACHING METHODS; *MASTER TEACHERS; *COMPARATIVE ANALYSIS; STENOGRAPHY; TYPEWRITING; COMMUNITY COLLEGES; AUTOINSTRUCTIONAL AIDS; AUTOINSTRUCTIONAL METHODS; METHODS RESEARCH; PROGRAM EFFECTIVENESS

The purpose of this study was to determine if there is a significant difference in the achievement of students in shorthand and typewriting classes taught by a master teacher using automated instruction as compared with the achievement of students using the same method and material with an instructional assistant supervising the classroom. This study was concerned with 33 girls enrolled in two sections of shorthand and 49 girls enrolled in two sections of typewriting at the post secondary level for the entire 2 school years of their program. The findings indicate that there is no significant difference between the performance of shorthand or typewriting students taught with automated instruction and professional personnel and those taught in the same manner utilizing instructional assistants. Therefore it was recommended that professional teachers' time should be spent in more creative work such as preparing the material for the classroom, planning methods, and procedures to be followed, and coordinating the work of the assistants, rather than supervising skill techniques and proofreading papers which may be done as effectively by instructional assistants. With the automated method and semi-professional assistance, it should be possible to offer specialty courses even though the classes are small. (MM)

OTHER
RESOURCES
SECTION

VT 000 683 ED 019 395
The Florida Study of Vocational-Technical Education.

Florida State Dept. of Education, Tallahassee
EDRS PRICE MF-$0.75 HC-$7.10
Pub Date - 65 140p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ADULT EDUCATION; INDUSTRIAL ARTS; JUNIOR COLLEGES; POST SECONDARY EDUCATION; DEAF GUIDANCE PROGRAMS; PHYSICAL FACILITIES; LABORATORY EQUIPMENT; BLIND FINANCIAL NEEDS; FINANCIAL SUPPORT; ADMINISTRATIVE ORGANIZATION; AREA VOCATIONAL SCHOOLS; *PROGRAM PLANNING; POPULATION TRENDS; STATE PROGRAMS; HIGH SCHOOLS; EMPLOYMENT TRENDS
FLORIDA

Analyses of factors that affect vocational, technical, and general adult education in Florida are presented through (1) analysis of available pertinent data concerning population growth and distribution, (2) factual presentation of the existing programs of vocational and technical education, (3) accumulation and classification of data showing needs for suitably trained personnel for various types of employment, (4) projection of programs at various educational levels for specific training related directly to job needs, (5) inventory and evaluation of existing vocational and technical shops and laboratories at high school centers and junior colleges, (6) analysis and projection of financial requirements to support an improved and more comprehensive program of vocational and technical education, (7) description and analysis of existing patterns of educational organization at state, area, and local levels, and (8) development and application of criteria for locating various programs and facilities for vocational-technical education in Florida. Recommendations for each level and each area of vocational-technical education include--(1) Funds should be provided for the compilation of a comprehensive classified inventory of employment needs on a yearly basis, (2) Periodic studies of vocational agriculture should be made in order that appropriate curriculums may be developed, and (3) An analysis should be made to determine which home economics programs for gainful employment are in greatest demand. (PS)

VT 001 347 ED 021 956
Barlow, Melvin L.
A Survey of Junior College Work Experience Education Programs, 1962-1963.

California Univ., Los Angeles. Div. of Vocational Education
California State Dept. of Education, Sacramento. Bureau of Industrial Education
EDRS PRICE MF-$0.50 HC-$4.00
Pub Date - Oct63 98p.

WORK EXPERIENCE PROGRAMS; *STATE SURVEYS; JUNIOR COLLEGES; *COOPERATIVE EDUCATION; *PROGRAM DESCRIPTIONS; PROGRAM PLANNING; ORGANIZATION; VOCATIONAL EDUCATION; PROGRAM ADMINISTRATION
CALIFORNIA

Work experience programs in 18 California junior colleges were studied. Data for the 1962-1963 school year were gathered through personal interviews with representatives of the colleges. Information on the status of approved programs, superior practices, principal difficulties encountered, and suggestions for organizing and conducting work experience programs is given. Program status is summarized in 21 tables and 14 figures which include subject fields offered, program expansion plans, length of programs, and the cost per student. Some elements of superior programs included: (1) The total work experience program involved activities challenging to the student and directly related to the goals of the program, (2) Criteria were established for student selection, and (3) An objective evaluation system for the program was maintained. Some of the suggestions for organizing and conducting a program covered related instruction, school credit, advisory committees, and school personnel orientation. (SL)

VT 001 563
Berman, Katrina V.
Worker-Owned Plywood Companies, An Economic Analysis. Bull-42.

Washington State Univ., Pullman. Bureau of Economic and Business Research
Washington State Univ. Press, Pullman
DOCUMENT NOT AVAILABLE FROM EDRS.
Washington State University. Bureau of Economic and Business Research, Pullman, Washington
Pub Date - 67 268p.

*COOPERATIVES; *EVALUATION; *INDUSTRIAL STRUCTURE; *ORGANIZATION; *LUMBER INDUSTRY; ECONOMIC RESEARCH
PLYWOOD INDUSTRY

To determine the viability of producer-owned cooperatives as a business organization, data were collected by questionnaire and personal interview from a population of 24 cooperatives manufacturing soft plywood in the Pacific North-west. Data included history, membership, raw material supply, financing, sales, and profitability. Plywood industry characteristics favorable to cooperatives include low capital, low skill requirements, and marketing aids. Characteristics unfavorable to cooperative organization include unstable markets, raw material problems, and technological change. Conclusions indicated that worker operation is required for success, and the plywood industry is particularly favorable to cooperative organization. Chapter of the publication describe (1) history of producer groups, (2) softwood owned plywood companies, (3) plywood manufacturing process, (4) industry structure, (5) worker-owned plywood companies, (6) financing, sales, and raw material supply, (7) management, and (8) income taxes. (DM)

VT 001 905 ED 019 415
Definitions of Terms in Vocational, Technical, and Practical Arts Education.

American Vocational Association, Washington, D.C. Committee on Publications
EDRS PRICE MF-$0.25 HC-$1.35
Pub Date - 25p.

*DICTIONAIRES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PRACTICAL ARTS

This booklet of definitions was prepared by the American Vocational Association (AVA) to help resolve the confusion which exists in the use of certain terminology in vocational, technical, and practical arts education. The definitions were written or approved by professional workers from all parts of the nation and from every field of vocational, technical, and practical arts education. The final compilation of terms was scrutinized by the Board of Directors and the Committee on Publications, representing all divisions of the AVA. (PS)

VT 005 037 ED 016 872
Law, Gordon F.
Research Visibility. Vocational Education is People--Youth With Special Needs.

EDRS PRICE MF-$0.25 HC-$0.90
Pub Date - Nov67 16p.

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; RESEARCH REVIEWS (PUBLICATIONS); *DISADVANTAGED YOUTH; CURRICULUM; *TEACHER EDUCATION; DEVELOPMENTAL PROGRAMS; EXPERIMENTAL PROGRAMS; DEMONSTRATION PROJECTS; OCCUPATIONAL GUIDANCE; PILOT PROJECTS; *EDUCATIONAL RESEARCH; COOPERATIVE EDUCATION; HIGH SCHOOLS

Twelve research reviews in this issue pertain to Youth With Special Needs, one of the nine major areas of concern identified by the Panel of Consultants on Vocational Education. They are organized under the topics: (1) Occupationally Oriented Programs which includes identification of work concepts, (2) Cooperative School and Work Programs, which includes experimental institute for teacher coordinators, (3) Diversity and Flexibility, which includes a home economics conference on disadvantaged youth and educational systems packages, (4) Vocational Guidance which includes a developmental program for vocational counselors, and Colorado dropout project, (5) Specially Trained Teachers which includes a teacher institute for rural teachers of the disadvantaged, and (6) Experimental and Pilot Programs which includes teacher training in reinforcement techniques and initial employment of school leavers. Three items relate to the September issue's section on High School Age Youth and deal with small high schools, specialized instructors, and experimental programs. The bibliography lists three other completed studies and 35 studies in process. "Plain Talk," a continuing column by the author, deals with unanswered research questions relative to disadvantaged youth. This article is published in the "American Vocational Journal," volume 42, number 11, November 1967. (EM)

VT 005 296
Selected List of Acquisitions. Vol. 1, No. 1-4.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 249p.

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ADULT VOCATIONAL EDUCATION; *LIBRARY COLLECTIONS; REFERENCE MATERIALS

Selected bibliographies of materials concerned with vocational and technical education publications which appeared in periodicals, reports, and book form primarily from 1960 through 1967 are presented in four supplements. Entries are arranged alphabetically by author under 49 general subject headings. These include adult education, apprenticeship, business education, employment statistics, labor force, migrant workers, minorities, poverty, teacher training, technical education, unemployment, vocational agriculture education, guidance counseling, vocational rehabilitation, area vocational schools, and youth. (EB)

VT 007 229 ED 023 908
Home Economics Education, Research Summary.

California Coordinating Unit for Occupational Research and Development, Sacramento
EDRS PRICE MF-$0.25 HC-$2.30
Pub Date - 68 44p.

*HOME ECONOMICS EDUCATION; *RESEARCH REVIEWS (PUBLICATIONS); *ABSTRACTS; TEACHER EDUCATION; PROGRAM DEVELOPMENT; CLOTHING INSTRUCTION; TEXTILES INSTRUCTION; CHILD DEVELOPMENT; FAMILY RELATIONSHIP; CONSUMER EDUCATION; FOODS INSTRUCTION; NUTRITION INSTRUCTION; *EDUCATIONAL RESEARCH; *BIBLIOGRAPHIES

Annotations on selected home economics research studies published since 1963 are presented. Program development studies summarize data on such topics as teacher and supervisor involvement in curriculum planning, comparison of instructional methods, curriculum evaluation, preparation for gainful employment, family finance, and attitudes toward the profession. Teacher education studies include the promotion of intercommunication between education, business, and industry, the decision making process, and perceptions and attitudes of high school principles of home economics. Clothing and textile topics include Indian clothing habits, development of creative ability, and sociological factors of fashion diffusion. Studies in consumer and family economics considered furnishing and family use of living rooms, differences in the economic behavior of families, and the home economist's contribution to improvement of the living standard of low-income families. Comparison of child rearing beliefs, values and practices of three cultures, and social interaction of twins, are included in the child development section. The family relations section includes reports on attitudes of mothers of mentally retarded children and home responsibilities of eighth grade girls. Dietary habits of adolescents, and a report of factors affecting vocational food service courses are included in the foods and nutrition section. Reference citations are listed. (FP)

VT 008 751 ED (See Oct. '69 RIE)
Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Spring 1969.

Ohio State Univ., Columbus, Center for Vocational and Technical Education
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EDRS PRICE MF-$1.00 HC-$10.40
Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 ($2.75).
Pub Date - 69 206p.

*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION; INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Research Design and Research Development, (9) Students Occupational Guidance and Other Student Personnel Services, (10) Teachers and Teacher Education, (11) Teaching and Learning, and (12) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 008 784). (HC)

VT 008 784 ED (See Oct. '69 RIE)
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Ohio State Univ., Columbus. Center for Vocational and Technical Education
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-$25.00 HC NOT AVAILABLE FROM EDRS.
Pub Date - 69 6,921p.

INDEXES (LOCATERS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS; *ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION

Documents announced with VT numbers only in the Spring 1969 issue (VT 008 751) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (BS)

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VT 000 675	ED 018 545
VT 000 678	ED 017 630
VT 000 681	ED 017 631
VT 000 682	ED 017 632
VT 000 683	ED 019 395
VT 000 684	ED 018 546
VT 000 685	ED 017 633
VT 000 773	ED 018 547
VT 000 779	ED 016 770
VT 000 808	ED 019 396
VT 000 836	ED 026 450
VT 000 865	ED 017 634
VT 000 868	ED 013 645
VT 000 870	ED 025 583
VT 000 871	ED 018 549
VT 000 873	ED 018 550
VT 000 876	ED 016 033
VT 000 895	ED 018 551
VT 000 896	ED 017 636
VT 000 901	ED 017 637
VT 000 910	ED 018 552
VT 000 927	ED 017 638
VT 000 934	ED 017 639
VT 000 936	ED 018 553
VT 000 943	ED 017 640
VT 000 959	ED 018 554
VT 000 973	ED 017 641
VT 000 982	ED 011 091
VT 001 008	ED 017 642
VT 001 021	ED 017 643
VT 001 025	ED 020 299
VT 001 030	ED 018 555
VT 001 089	ED 018 556

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 001 090	ED 018 557
VT 001 125	ED 018 558
VT 001 162	ED 016 035
VT 001 188	ED 018 559
VT 001 202	ED 017 644
VT 001 206	ED 018 560
VT 001 207	ED 018 561
VT 001 235	ED 017 645
VT 001 244	ED 017 646
VT 001 247	ED 017 647
VT 001 264	ED 016 242
VT 001 274	ED 017 648
VT 001 280	ED 017 649
VT 001 302	ED 020 301
VT 001 305	ED 019 397
VT 001 306	ED 019 398
VT 001 313	ED 017 650
VT 001 331	ED 018 563
VT 001 332	ED 018 564
VT 001 334	ED 018 565
VT 001 341	ED 018 566
VT 001 352	ED 023 785
VT 001 362	ED 018 567
VT 001 364	ED 018 568
VT 001 365	ED 016 044
VT 001 381	ED 016 046
VT 001 386	ED 018 569
VT 001 387	ED 018 570
VT 001 389	ED 020 302
VT 001 391	ED 018 571
VT 001 392	ED 024 749
VT 001 393	ED 024 750
VT 001 399	ED 021 957
VT 001 402	ED 018 572
VT 001 410	ED 017 652
VT 001 412	ED 025 451
VT 001 414	ED 018 573
VT 001 428	ED 016 047
VT 001 437	ED 018 575
VT 001 440	ED 024 755
VT 001 447	ED 018 576
VT 001 452	ED 018 577
VT 001 453	ED 018 578
VT 001 454	ED 018 579
VT 001 460	ED 018 580
VT 001 471	ED 018 581
VT 001 480	ED 018 582
VT 001 483	ED 018 583
VT 001 484	ED 017 653
VT 001 486	ED 021 959
VT 001 503	ED 026 452
VT 001 507	ED 021 960
VT 001 508	ED 021 961
VT 001 511	ED 018 584
VT 001 516	ED 018 586
VT 001 533	MP 000 107
VT 001 541	ED 018 588
VT 001 551	ED 018 589
VT 001 556	ED 018 591
VT 001 573	ED 018 592
VT 001 588	ED 018 593
VT 001 594	ED 011 353
VT 001 597	ED 018 597
VT 001 598	ED 018 598
VT 001 612	ED 018 599

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 001 618	ED 018 600
VT 001 629	ED 018 601
VT 001 630	ED 024 757
VT 001 631	ED 018 602
VT 001 634	ED 018 603
VT 001 655	ED 018 604
VT 001 714	ED 016 053
VT 001 804	ED 019 403
VT 001 811	ED 019 404
VT 001 812	ED 019 405
VT 001 818	ED 026 454
VT 001 836	ED 019 411
VT 001 840	ED 017 654
VT 001 846	ED 016 056
VT 001 855	ED 019 412
VT 001 863	ED 017 655
VT 001 870	ED 019 413
VT 001 892	ED 017 656
VT 001 908	ED 019 416
VT 001 909	ED 019 417
VT 001 913	ED 019 418
VT 001 921	ED 019 419
VT 001 923	ED 019 420
VT 001 924	ED 019 421
VT 001 938	ED 016 781
VT 001 969	ED 019 425
VT 001 990	ED 019 426
VT 002 016	ED 019 427
VT 002 026	ED 016 784
VT 002 039	ED 025 585
VT 002 069	ED 019 429
VT 002 105	ED 018 608
VT 002 121	ED 017 658
VT 002 126	ED 021 965
VT 002 137	ED 018 609
VT 002 142	ED 023 787
VT 002 146	ED 021 966
VT 002 163	ED 016 785
VT 002 168	ED 022 844
VT 002 183	ED 025 586
VT 002 241	ED 019 433
VT 002 247	ED 019 434
VT 002 266	ED 020 311
VT 002 305	ED 019 435
VT 002 313	ED 019 437
VT 002 335	ED 022 845
VT 002 336	ED 019 438
VT 002 344	ED 022 846
VT 002 352	ED 016 062
VT 002 353	ED 019 440
VT 002 356	ED 014 554
VT 002 371	ED 016 063
VT 002 385	ED 014 555
VT 002 395	ED 019 442
VT 002 407	ED 019 445
VT 002 425	ED 024 759
VT 002 426	ED 023 788
VT 002 436	ED 025 587
VT 002 442	ED 017 661
VT 002 452	ED 019 447
VT 002 476	ED 025 588
VT 002 482	ED 022 847
VT 002 489	ED 023 789
VT 002 491	ED 022 848
VT 002 500	ED 016 788

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[1] This index is cumulative for the current and three past issues of ARM.

[2] Any document with an MP number is available from EDRS by using the appropriate MP number.

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 002 513	ED 023 791
VT 002 524	ED 023 792
VT 002 525	ED 023 793
VT 002 548	ED 019 454
VT 002 552	ED 021 968
VT 002 572	ED 019 457
VT 002 573	ED 021 040
VT 002 580	ED 019 458
VT 002 611	ED 023 795
VT 002 621	ED 023 796
VT 002 622	ED 021 970
VT 002 631	ED 019 460
VT 002 655	ED 019 461
VT 002 709	ED 020 317
VT 002 714	ED 024 760
VT 002 722	ED 015 256
VT 002 729	ED 024 761
VT 002 801	ED 021 042
VT 002 803	ED 021 043
VT 002 817	ED 018 610
VT 002 821	ED 016 794
VT 002 873	ED 021 045
VT 002 881	ED 016 797
VT 002 885	ED 016 800
VT 002 889	ED 013 538
VT 002 890	ED 021 046
VT 002 895	ED 017 664
VT 002 897	ED 017 665
VT 002 902	ED 020 320
VT 002 908	ED 017 667
VT 002 910	ED 017 669
VT 002 912	ED 017 670
VT 002 914	ED 017 671
VT 002 917	ED 017 673
VT 002 941	ED 016 802
VT 002 942	ED 016 068
VT 002 944	ED 016 803
VT 002 954	ED 016 069
VT 002 984	ED 019 464
VT 003 057	ED 017 676
VT 003 201	ED 018 612
VT 003 205	ED 018 613
VT 003 223	ED 018 615
VT 003 232	ED 018 616
VT 003 236	ED 018 617
VT 003 249	ED 017 677
VT 003 251	ED 018 619
VT 003 254	ED 015 261
VT 003 255	ED 012 389
VT 003 260	ED 015 263
VT 003 276	ED 018 620
VT 003 300	ED 016 810
VT 003 307	ED 018 627
VT 003 308	ED 016 074
VT 003 310	ED 023 799
VT 003 315	ED 018 629
VT 003 361	ED 016 076
VT 003 369	MP 000 159
VT 003 382	ED 019 465
VT 003 395	ED 016 813
VT 003 400	ED 025 458
VT 003 411	ED 019 466
VT 003 431	ED 014 020
VT 003 499	ED 023 800
VT 003 519	ED 016 817
VT 003 522	ED 016 818
VT 003 543	ED 021 048
VT 003 544	ED 018 630
VT 003 546	ED 021 975
VT 003 548	ED 021 976

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 003 555	ED 018 632
VT 003 561	ED 021 049
VT 003 564	ED 018 633
VT 003 579	ED 025 589
VT 003 580	ED 019 467
VT 003 585	ED 018 635
VT 003 593	ED 017 678
VT 003 601	ED 026 459
VT 003 612	ED 018 636
VT 003 662	MP 000 200
VT 003 663	MP 000 201
VT 003 666	ED 014 581
VT 003 674	ED 018 638
VT 003 680	ED 014 585
VT 003 682	ED 014 586
VT 003 689	ED 016 823
VT 003 701	ED 013 098
VT 003 702	ED 016 824
VT 003 703	ED 016 025
VT 003 764	ED 024 762
VT 003 777	ED 023 801
VT 003 810	ED 026 461
VT 003 811	ED 026 462
VT 003 820	ED 014 594
VT 003 822	MP 000 242
VT 003 823	ED 016 828
VT 003 848	ED 015 290
VT 003 854	ED 011 984
VT 003 855	ED 015 293
VT 003 858	MP 000 270
VT 003 867	ED 014 614
VT 003 877	MP 000 286
VT 003 879	MP 000 288
VT 003 880	MP 000 289
VT 003 888	ED 018 645
VT 003 889	ED 018 646
VT 003 894	ED 022 855
VT 003 896	ED 022 856
VT 003 946	ED 014 616
VT 003 949	ED 015 300
VT 003 950	ED 015 301
VT 003 951	ED 021 051
VT 003 955	ED 021 979
VT 003 959	ED 017 679
VT 003 981	ED 022 859
VT 003 999	ED 019 470
VT 004 006	ED 016 832
VT 004 008	ED 022 860
VT 004 057	ED 016 835
VT 004 058	MP 000 299
VT 004 060	ED 016 100
VT 004 062	ED 016 101
VT 004 065	ED 016 102
VT 004 079	MP 000 304
VT 004 081	ED 015 305
VT 004 082	ED 015 306
VT 004 083	MP 000 308
VT 004 086	ED 015 308
VT 004 088	ED 015 310
VT 004 089	ED 015 311
VT 004 092	ED 015 314
VT 004 095	ED 012 930
VT 004 099	MP 000 323
VT 004 100	ED 015 320
VT 004 101	ED 015 321
VT 004 102	ED 021 981
VT 004 106	ED 016 103
VT 004 108	ED 021 052
VT 004 111	ED 015 324
VT 004 112	MP 000 329

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 004 113	ED 016 105
VT 004 114	MP 000 331
VT 004 115	ED 016 106
VT 004 118	ED 021 982
VT 004 152	ED 016 108
VT 004 157	ED 016 840
VT 004 158	ED 016 110
VT 004 159	ED 015 326
VT 004 160	ED 016 111
VT 004 161	MP 000 339
VT 004 176	ED 022 861
VT 004 177	ED 019 471
VT 004 178	ED 015 042
VT 004 182	ED 022 862
VT 004 191	ED 020 323
VT 004 193	ED 016 846
VT 004 194	ED 019 472
VT 004 195	ED 019 473
VT 004 200	ED 016 113
VT 004 212	ED 022 863
VT 004 214	ED 018 648
VT 004 232	ED 023 805
VT 004 234	ED 016 115
VT 004 235	MP 000 345
VT 004 236	MP 000 346
VT 004 237	ED 016 116
VT 004 239	ED 016 118
VT 004 241	ED 016 119
VT 004 245	ED 016 121
VT 004 252	ED 016 124
VT 004 254	ED 016 126
VT 004 255	ED 016 127
VT 004 259	ED 016 849
VT 004 260	ED 016 128
VT 004 262	ED 016 130
VT 004 263	ED 022 864
VT 004 265	MP 000 366
VT 004 271	ED 023 806
VT 004 274	ED 014 309
VT 004 280	ED 019 474
VT 004 295	ED 016 850
VT 004 303	ED 024 763
VT 004 304	ED 021 988
VT 004 307	ED 019 475
VT 004 309	ED 016 132
VT 004 310	ED 015 327
VT 004 311	ED 016 133
VT 004 312	ED 016 134
VT 004 313	ED 016 135
VT 004 314	ED 015 328
VT 004 315	ED 021 989
VT 004 317	ED 016 136
VT 004 324	MP 000 380
VT 004 326	ED 015 331
VT 004 327	ED 015 332
VT 004 328	ED 016 139
VT 004 329	ED 015 333
VT 004 330	ED 015 334
VT 004 331	ED 016 140
VT 004 332	ED 016 141
VT 004 333	ED 021 990
VT 004 335	ED 016 851
VT 004 336	ED 025 591
VT 004 337	ED 021 991
VT 004 365	ED 016 854
VT 004 376	ED 020 326
VT 004 377	ED 016 480
VT 004 378	ED 017 683
VT 004 384	ED 016 143
VT 004 386	ED 017 684

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 004 395	ED 017 685
VT 004 396	ED 011 709
VT 004 397	ED 016 856
VT 004 402	ED 017 686
VT 004 403	ED 022 000
VT 004 406	ED 017 687
VT 004 416	ED 019 476
VT 004 417	ED 016 858
VT 004 418	ED 017 688
VT 004 422	ED 020 328
VT 004 423	ED 023 807
VT 004 449	ED 015 345
VT 004 451	ED 015 347
VT 004 454	ED 017 689
VT 004 456	ED 017 691
VT 004 482	ED 016 859
VT 004 483	ED 016 860
VT 004 484	ED 016 861
VT 004 485	ED 026 463
VT 004 488	ED 016 863
VT 004 490	ED 017 707
VT 004 506	ED 022 001
VT 004 515	ED 023 808
VT 004 528	ED 017 710
VT 004 530	ED 022 868
VT 004 534	ED 020 330
VT 004 540	ED 018 652
VT 004 543	ED 020 335
VT 004 547	ED 020 339
VT 004 548	ED 020 340
VT 004 549	ED 020 341
VT 004 551	ED 018 653
VT 004 553	ED 020 342
VT 004 557	ED 018 654
VT 004 559	ED 022 869
VT 004 560	ED 022 870
VT 004 564	ED 022 872
VT 004 567	ED 023 809
VT 004 573	ED 022 873
VT 004 574	ED 022 874
VT 004 578	ED 022 877
VT 004 579	ED 022 878
VT 004 580	ED 022 879
VT 004 581	ED 022 880
VT 004 582	ED 022 881
VT 004 590	ED 020 348
VT 004 592	ED 020 349
VT 004 593	ED 016 865
VT 004 598	ED 022 010
VT 004 606	ED 023 810
VT 004 609	ED 021 056
VT 004 612	ED 021 057
VT 004 613	ED 020 351
VT 004 615	ED 020 352
VT 004 619	ED 017 711
VT 004 620	ED 017 712
VT 004 621	ED 020 354
VT 004 630	ED 018 656
VT 004 632	ED 020 356
VT 004 635	ED 017 714
VT 004 638	ED 015 734
VT 004 647	ED 023 811
VT 004 655	ED 023 812
VT 004 656	ED 016 144
VT 004 660	ED 016 867
VT 004 665	ED 022 883
VT 004 668	ED 022 011
VT 004 676	ED 022 084
VT 004 681	ED 018 657
VT 004 685	ED 026 464

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 004 689	ED 020 357
VT 004 690	ED 020 358
VT 004 691	ED 023 813
VT 004 692	ED 023 814
VT 004 719	ED 020 362
VT 004 725	ED 020 367
VT 004 726	ED 020 368
VT 004 729	ED 020 371
VT 004 730	ED 020 372
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VT 004 732	ED 020 374
VT 004 733	ED 020 375
VT 004 734	ED 020 376
VT 004 735	ED 020 377
VT 004 736	ED 020 378
VT 004 752	ED 022 014
VT 004 753	ED 020 380
VT 004 754	ED 020 381
VT 004 755	ED 020 382
VT 004 756	ED 019 477
VT 004 758	ED 018 658
VT 004 762	ED 018 659
VT 004 769	ED 017 719
VT 004 780	ED 017 722
VT 004 812	ED 022 018
VT 004 813	ED 022 885
VT 004 818	ED 023 816
VT 004 836	ED 017 723
VT 004 845	ED 025 466
VT 004 849	ED 024 768
VT 004 853	ED 019 485
VT 004 854	ED 017 726
VT 004 855	ED 017 727
VT 004 863	ED 018 660
VT 004 864	ED 026 467
VT 004 903	ED 024 769
VT 004 918	ED 020 395
VT 004 925	ED 022 888
VT 004 926	ED 021 060
VT 004 927	ED 021 061
VT 004 932	ED 017 728
VT 004 935	ED 018 661
VT 004 936	ED 017 729
VT 004 937	ED 019 492
VT 004 939	ED 017 730
VT 004 940	ED 017 731
VT 004 942	ED 024 770
VT 004 963	ED 025 592
VT 004 967	ED 024 772
VT 004 972	ED 026 469
VT 004 999	ED 020 399
VT 005 003	ED 018 662
VT 005 013	ED 025 593
VT 005 014	ED 025 594
VT 005 015	ED 025 595
VT 005 020	ED 026 470
VT 005 022	ED 020 400
VT 005 026	ED 023 818
VT 005 027	ED 023 819
VT 005 036	ED 016 871
VT 005 037	ED 016 872
VT 005 038	ED 016 873
VT 005 039	ED 016 874
VT 005 041	ED 017 733
VT 005 042	ED 017 734
VT 005 043	ED 019 493
VT 005 045	ED 017 735
VT 005 050	ED 023 820
VT 005 055	ED 020 401
VT 005 090	ED 022 022

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 005 091	ED 019 494
VT 005 122	ED 022 889
VT 005 123	ED 022 890
VT 005 124	ED 022 891
VT 005 131	ED 018 663
VT 005 145	ED 020 402
VT 005 146	ED 019 495
VT 005 147	ED 022 023
VT 005 151	ED 020 403
VT 005 156	ED 022 892
VT 005 159	ED 017 740
VT 005 160	ED 017 741
VT 005 163	ED 020 406
VT 005 173	ED 020 407
VT 005 183	ED 018 664
VT 005 184	ED 018 665
VT 005 188	ED 022 893
VT 005 190	ED 020 410
VT 005 191	ED 022 894
VT 005 193	ED 017 742
VT 005 194	ED 018 666
VT 005 195	ED 018 667
VT 005 199	ED 018 668
VT 005 200	ED 018 669
VT 005 213	ED 026 471
VT 005 218	ED 026 472
VT 005 220	ED 022 026
VT 005 236	ED 024 775
VT 005 241	ED 024 776
VT 005 242	ED 022 028
VT 005 252	ED 022 029
VT 005 254	ED 026 474
VT 005 255	ED 026 475
VT 005 263	ED 025 596
VT 005 267	ED 020 414
VT 005 268	ED 017 743
VT 005 276	ED 018 670
VT 005 277	ED 018 671
VT 005 284	ED 020 415
VT 005 285	ED 020 416
VT 005 286	ED 019 497
VT 005 289	ED 022 030
VT 005 294	ED 023 821
VT 005 315	ED 022 896
VT 005 413	ED 024 777
VT 005 414	ED 019 498
VT 005 415	ED 021 064
VT 005 417	ED 020 419
VT 005 419	ED 022 031
VT 005 420	ED 017 744
VT 005 430	ED 020 421
VT 005 433	ED 022 899
VT 005 439	ED 020 422
VT 005 442	ED 018 672
VT 005 443	ED 018 673
VT 005 447	ED 022 033
VT 005 451	ED 020 423
VT 005 453	ED 019 499
VT 005 454	ED 019 500
VT 005 455	ED 019 501
VT 005 456	ED 019 502
VT 005 466	ED 020 424
VT 005 474	ED 018 675
VT 005 479	ED 020 425
VT 005 480	ED 019 503
VT 005 481	ED 019 504
VT 005 482	ED 024 780
VT 005 502	ED 019 505
VT 005 503	ED 019 506
VT 005 504	ED 019 507

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VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 005 511	ED 019 508
VT 005 512	ED 019 509
VT 005 521	ED 020 426
VT 005 530	ED 022 037
VT 005 531	ED 022 038
VT 005 534	ED 022 039
VT 005 538	ED 019 510
VT 005 544	ED 019 511
VT 005 549	ED 019 512
VT 005 550	ED 022 040
VT 005 552	ED 019 513
VT 005 556	ED 020 427
VT 005 557	ED 020 428
VT 005 564	ED 023 829
VT 005 569	ED 019 514
VT 005 570	ED 022 041
VT 005 591	ED 023 830
VT 005 596	ED 019 515
VT 005 598	ED 019 516
VT 005 607	ED 025 599
VT 005 620	ED 020 430
VT 005 622	ED 023 832
VT 005 625	ED 023 833
VT 005 627	ED 020 431
VT 005 634	ED 020 432
VT 005 638	ED 025 600
VT 005 642	ED 022 042
VT 005 643	ED 022 903
VT 005 645	ED 022 043
VT 005 647	ED 023 834
VT 005 648	ED 019 517
VT 005 653	ED 019 518
VT 005 654	ED 019 519
VT 005 710	ED 019 520
VT 005 714	ED 020 433
VT 005 715	ED 020 434
VT 005 716	ED 020 435
VT 005 720	ED 020 439
VT 005 721	ED 020 440
VT 005 723	ED 021 127
VT 005 724	ED 024 782
VT 005 726	ED 019 524
VT 005 727	ED 022 046
VT 005 732	ED 023 835
VT 005 733	ED 023 836
VT 005 738	ED 023 837
VT 005 744	ED 019 525
VT 005 745	ED 019 526
VT 005 762	ED 021 128
VT 005 767	ED 024 784
VT 005 770	ED 024 786
VT 005 776	ED 021 130
VT 005 777	ED 021 131
VT 005 800	ED 020 443
VT 005 801	ED 020 444
VT 005 826	ED 027 375
VT 005 833	ED 021 132
VT 005 838	ED 022 909
VT 005 861	ED 021 135
VT 005 862	ED 021 136
VT 005 869	ED 021 137
VT 005 937	ED 024 788
VT 005 938	ED 022 910
VT 005 939	ED 022 911
VT 005 941	ED 021 141
VT 005 942	ED 021 142
VT 005 944	ED 021 144
VT 005 945	ED 021 145
VT 005 946	ED 021 146
VT 005 947	ED 021 147

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 005 993	ED 021 148
VT 005 996	ED 023 840
VT 006 024	ED 023 841
VT 006 147	ED 023 842
VT 006 156	ED 023 843
VT 006 172	ED 023 844
VT 006 218	ED 026 481
VT 006 243	ED 023 845
VT 006 271	ED 023 846
VT 006 272	ED 023 847
VT 006 273	ED 023 848
VT 006 295	ED 026 482
VT 006 296	ED 026 483
VT 006 297	ED 026 484
VT 006 301	ED 024 789
VT 006 305	ED 023 849
VT 006 321	ED 023 850
VT 006 346	ED 024 791
VT 006 357	ED 024 792
VT 006 360	ED 023 851
VT 006 365	ED 023 852
VT 006 370	ED 025 616
VT 006 372	ED 022 917
VT 006 374	ED 023 853
VT 006 376	ED 026 485
VT 006 377	ED 023 854
VT 006 379	ED 024 793
VT 006 380	ED 025 617
VT 006 383	ED 024 794
VT 006 386	ED 022 052
VT 006 390	ED 024 795
VT 006 409	ED 025 618
VT 006 410	ED 022 053
VT 006 416	ED 022 918
VT 006 418	ED 023 855
VT 006 447	ED 022 919
VT 006 470	ED 023 857
VT 006 471	ED 022 920
VT 006 472	ED 023 858
VT 006 503	ED 022 921
VT 006 505	ED 022 054
VT 006 525	ED 022 056
VT 006 561	ED 023 860
VT 006 576	ED 022 057
VT 006 578	ED 023 861
VT 006 599	ED 023 862
VT 006 602	ED 026 488
VT 006 603	ED 023 863
VT 006 605	ED 023 864
VT 006 606	ED 023 865
VT 006 618	ED 022 924
VT 006 627	ED 022 058
VT 006 628	ED 024 801
VT 006 642	ED 023 867
VT 006 662	ED 022 059
VT 006 668	ED 023 869
VT 006 672	ED 023 870
VT 006 674	ED 025 622
VT 006 719	ED 023 872
VT 006 721	ED 022 925
VT 006 723	ED 023 873
VT 006 726	ED 023 874
VT 006 727	ED 025 626
VT 006 750	ED 022 060
VT 006 759	ED 025 627
VT 006 760	ED 023 875
VT 006 774	ED 023 876
VT 006 801	ED 023 877
VT 006 805	ED 026 496
VT 006 910	ED 022 954

VT NUMBERS CONVERTED TO ED NUMBERS OR MP NUMBERS	
VT 006 911	ED 023 886
VT 006 926	ED 022 065
VT 007 012	ED 023 888
VT 007 031	ED 022 965
VT 007 125	ED 022 966
VT 007 126	ED 022 967
VT 007 127	ED 022 968
VT 007 128	ED 023 890
VT 007 129	ED 023 891
VT 007 130	ED 023 892
VT 007 131	ED 023 893
VT 007 153	ED 023 895
VT 007 158	ED 023 897
VT 007 159	ED 023 898
VT 007 161	ED 023 900
VT 007 173	ED 023 902
VT 007 187	ED 023 905
VT 007 194	ED 026 500
VT 007 213	ED 022 970
VT 007 229	ED 023 908
VT 007 237	ED 023 909
VT 007 245	ED 023 910
VT 007 249	ED 023 913
VT 007 256	ED 023 916
VT 007 260	ED 023 917
VT 007 268	ED 023 918
VT 007 283	ED 023 921
VT 007 304	ED 023 922
VT 007 310	ED 026 504
VT 007 323	ED 026 505
VT 007 370	ED 023 926
VT 007 371	ED 023 927
VT 007 374	ED 023 930
VT 007 375	ED 023 931
VT 007 376	ED 023 932
VT 007 377	ED 023 933
VT 007 436	ED 024 816
VT 007 438	ED 023 937
VT 007 468	ED 025 644
VT 007 472	ED 026 509
VT 007 473	ED 025 645
VT 007 488	ED 025 650
VT 007 499	ED 026 512
VT 007 501	ED 026 514
VT 007 554	ED 026 518
VT 007 634	ED 025 667
VT 007 635	ED 025 668
VT 007 682	ED 026 524
VT 007 725	ED 027 401
VT 007 734	ED 027 403
VT 007 761	ED 027 405
VT 007 782	ED 026 533
VT 007 814	ED 026 534
VT 007 917	ED 027 423
VT 007 924	ED 026 544
VT 008 085	ED 028 290
VT 008 099	ED 027 437
VT 008 157	ED 027 441

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ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS

MP 000 107	VT 001 533
MP 000 159	VT 003 369
MP 000 200	VT 003 662
MP 000 201	VT 003 663
MP 000 242	VT 003 822
MP 000 270	VT 003 858
MP 000 286	VT 003 877
MP 000 288	VT 003 879
MP 000 289	VT 003 880
MP 000 299	VT 004 058
MP 000 304	VT 004 079
MP 000 308	VT 004 083
MP 000 323	VT 004 099
MP 000 329	VT 004 112
MP 000 331	VT 004 114
MP 000 339	VT 004 161
MP 000 345	VT 004 235
MP 000 346	VT 004 236
MP 000 366	VT 004 265
MP 000 380	VT 004 324
ED 011 091	VT 000 982
ED 011 353	VT 001 594
ED 011 709	VT 004 396
ED 011 984	VT 003 854
ED 012 389	VT 003 255
ED 012 582	VT 000 532
ED 012 930	VT 004 095
ED 013 098	VT 003 701
ED 013 538	VT 002 889
ED 013 645	VT 000 868
ED 014 020	VT 003 431
ED 014 266	VT 000 022
ED 014 309	VT 004 274
ED 014 554	VT 002 356
ED 014 555	VT 002 385
ED 014 581	VT 003 666
ED 014 585	VT 003 680
ED 014 586	VT 003 682
ED 014 594	VT 003 820
ED 014 614	VT 003 867
ED 014 616	VT 003 946
ED 015 042	VT 004 178
ED 015 256	VT 002 722
ED 015 261	VT 003 254
ED 015 263	VT 003 260
ED 015 290	VT 003 848
ED 015 293	VT 003 855
ED 015 300	VT 003 949
ED 015 301	VT 003 950
ED 015 305	VT 004 081
ED 015 306	VT 004 082
ED 015 308	VT 004 086
ED 015 310	VT 004 088
ED 015 311	VT 004 089
ED 015 314	VT 004 092
ED 015 320	VT 004 100
ED 015 321	VT 004 101
ED 015 324	VT 004 111
ED 015 326	VT 004 159
ED 015 327	VT 004 310
ED 015 328	VT 004 314
ED 015 331	VT 004 326
ED 015 332	VT 004 327
ED 015 333	VT 004 329
ED 015 334	VT 004 330
ED 015 345	VT 004 449
ED 015 347	VT 004 451
ED 015 734	VT 004 638
ED 016 025	VT 003 703
ED 016 033	VT 000 876

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS

ED 016 035	VT 001 162
ED 016 042	VT 001 264
ED 016 044	VT 001 365
ED 016 046	VT 001 381
ED 016 047	VT 001 428
ED 016 053	VT 001 714
ED 016 056	VT 001 846
ED 016 062	VT 002 352
ED 016 063	VT 002 371
ED 016 068	VT 002 942
ED 016 069	VT 002 954
ED 016 074	VT 003 308
ED 016 076	VT 003 361
ED 016 100	VT 004 060
ED 016 101	VT 004 062
ED 016 102	VT 004 065
ED 016 103	VT 004 106
ED 016 105	VT 004 113
ED 016 106	VT 004 115
ED 016 108	VT 004 152
ED 016 110	VT 004 158
ED 016 111	VT 004 160
ED 016 113	VT 004 200
ED 016 115	VT 004 234
ED 016 116	VT 004 237
ED 016 118	VT 004 239
ED 016 119	VT 004 241
ED 016 121	VT 004 245
ED 016 124	VT 004 252
ED 016 126	VT 004 254
ED 016 127	VT 004 255
ED 016 128	VT 004 260
ED 016 130	VT 004 262
ED 016 132	VT 004 309
ED 016 133	VT 004 311
ED 016 134	VT 004 312
ED 016 135	VT 004 313
ED 016 136	VT 004 317
ED 016 139	VT 004 328
ED 016 140	VT 004 331
ED 016 141	VT 004 332
ED 016 143	VT 004 384
ED 016 144	VT 004 656
ED 016 480	VT 004 377
ED 016 770	VT 000 779
ED 016 781	VT 001 938
ED 016 784	VT 002 026
ED 016 785	VT 002 163
VT 016 788	VT 002 500
VT 016 794	VT 002 821
VT 016 797	VT 002 881
ED 016 800	VT 002 885
ED 016 802	VT 002 941
ED 016 803	VT 002 944
ED 016 810	VT 003 300
ED 016 813	VT 003 395
ED 016 817	VT 003 519
ED 016 818	VT 003 522
ED 016 823	VT 003 689
ED 016 824	VT 003 702
ED 016 828	VT 003 823
ED 016 832	VT 004 006
ED 016 835	VT 004 057
ED 016 840	VT 004 157
ED 016 846	VT 004 193
ED 016 849	VT 004 259
ED 016 850	VT 004 295
ED 016 851	VT 004 335
ED 016 854	VT 004 365
ED 016 856	VT 004 397

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS

ED 016 858	VT 004 417
ED 016 859	VT 004 482
ED 016 860	VT 004 483
ED 016 861	VT 004 484
ED 016 863	VT 004 488
ED 016 865	VT 004 593
ED 016 867	VT 004 660
ED 016 871	VT 005 036
VT 016 872	VT 005 037
ED 016 873	VT 005 038
ED 016 874	VT 005 039
ED 017 619	VT 000 042
ED 017 620	VT 000 043
ED 017 621	VT 000 177
ED 017 622	VT 000 178
ED 017 623	VT 000 219
ED 017 624	VT 000 331
ED 017 625	VT 000 400
ED 017 627	VT 000 519
ED 017 628	VT 000 586
ED 017 629	VT 000 672
ED 017 630	VT 000 678
ED 017 631	VT 000 681
ED 017 632	VT 000 682
ED 017 633	VT 000 685
ED 017 634	VT 000 865
ED 017 636	VT 000 896
ED 017 637	VT 000 901
ED 017 638	VT 000 927
ED 017 639	VT 000 934
ED 017 640	VT 000 943
ED 017 641	VT 000 973
ED 017 642	VT 001 008
ED 017 643	VT 001 021
ED 017 644	VT 001 202
ED 017 645	VT 001 235
ED 017 646	VT 001 244
ED 017 647	VT 001 247
ED 017 648	VT 001 274
ED 017 649	VT 001 280
ED 017 650	VT 001 313
ED 017 652	VT 001 410
ED 017 653	VT 001 484
ED 017 654	VT 001 840
ED 017 655	VT 001 863
ED 017 656	VT 001 892
ED 017 658	VT 002 121
ED 017 661	VT 002 442
ED 017 664	VT 002 895
ED 017 665	VT 002 897
ED 017 667	VT 002 908
ED 017 669	VT 002 910
ED 017 670	VT 002 912
ED 017 671	VT 002 914
ED 017 673	VT 002 917
ED 017 676	VT 003 057
ED 017 677	VT 003 249
ED 017 678	VT 003 593
ED 017 679	VT 003 959
ED 017 683	VT 004 378
ED 017 684	VT 004 386
ED 017 685	VT 004 395
ED 017 686	VT 004 402
ED 017 687	VT 004 406
ED 017 688	VT 004 418
ED 017 689	VT 004 454
ED 017 691	VT 004 456
ED 017 707	VT 004 490
ED 017 710	VT 004 528
ED 017 711	VT 004 619

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ED NUMBERS OR MP NUMBERS	CONVERTED TO VT NUMBERS
ED 017 712	VT 004 620
ED 017 714	VT 004 635
ED 017 719	VT 004 769
ED 017 722	VT 004 780
ED 017 723	VT 004 836
ED 017 726	VT 004 854
ED 017 727	VT 004 855
ED 017 728	VT 004 932
ED 017 729	VT 004 936
ED 017 730	VT 004 939
ED 017 731	VT 004 940
ED 017 733	VT 005 041
ED 017 734	VT 005 042
ED 017 735	VT 005 045
ED 017 740	VT 005 159
ED 017 741	VT 005 160
ED 017 742	VT 005 193
ED 017 743	VT 005 268
ED 017 744	VT 005 420
ED 018 530	VT 000 083
ED 018 531	VT 000 099
ED 018 532	VT 000 103
ED 018 533	VT 000 340
ED 018 534	VT 000 429
ED 018 535	VT 000 461
ED 018 536	VT 000 474
ED 018 537	VT 000 534
ED 018 538	VT 000 546
ED 018 539	VT 000 555
ED 018 540	VT 000 557
ED 018 541	VT 000 562
ED 018 542	VT 000 565
ED 018 543	VT 000 667
ED 018 544	VT 000 670
ED 018 545	VT 000 675
ED 018 546	VT 000 684
ED 018 547	VT 000 773
ED 018 549	VT 000 871
ED 018 550	VT 000 873
ED 018 551	VT 000 895
ED 018 552	VT 000 910
ED 018 553	VT 000 936
ED 018 554	VT 000 959
ED 018 555	VT 001 030
ED 018 556	VT 001 089
ED 018 557	VT 001 090
ED 018 558	VT 001 125
ED 018 559	VT 001 188
ED 018 560	VT 001 206
ED 018 561	VT 001 207
ED 018 563	VT 001 331
ED 018 564	VT 001 332
ED 018 565	VT 001 334
ED 018 566	VT 001 341
ED 018 567	VT 001 362
ED 018 568	VT 001 364
ED 018 569	VT 001 386
ED 018 570	VT 001 387
ED 018 571	VT 001 391
ED 018 572	VT 001 402
ED 018 573	VT 001 414
ED 018 575	VT 001 437
ED 018 576	VT 001 447
ED 018 577	VT 001 452
ED 018 578	VT 001 453
ED 018 579	VT 001 454
ED 018 580	VT 001 460
ED 018 581	VT 001 471
ED 018 582	VT 001 480
ED 018 583	VT 001 483

ED NUMBERS OR MP NUMBERS	CONVERTED TO VT NUMBERS
ED 018 584	VT 001 511
ED 018 586	VT 001 516
ED 018 588	VT 001 541
ED 018 589	VT 001 551
ED 018 591	VT 001 556
ED 018 592	VT 001 573
ED 018 593	VT 001 588
ED 018 597	VT 001 597
ED 018 598	VT 001 598
ED 018 599	VT 001 612
ED 018 600	VT 001 618
ED 018 601	VT 001 629
ED 018 602	VT 001 631
ED 018 603	VT 001 634
ED 018 604	VT 001 655
ED 018 608	VT 002 105
ED 018 609	VT 002 137
ED 018 610	VT 002 817
ED 018 612	VT 003 201
ED 018 613	VT 003 205
ED 018 615	VT 003 223
ED 018 616	VT 003 232
ED 018 617	VT 003 236
ED 018 619	VT 003 251
ED 018 620	VT 003 276
ED 018 627	VT 003 307
ED 018 629	VT 003 315
ED 018 630	VT 003 544
ED 018 632	VT 003 555
ED 018 633	VT 003 564
ED 018 635	VT 003 585
ED 018 636	VT 003 612
ED 018 638	VT 003 674
ED 018 645	VT 003 888
ED 018 646	VT 003 889
ED 018 648	VT 004 214
ED 018 652	VT 004 540
ED 018 653	VT 004 551
ED 018 654	VT 004 557
ED 018 656	VT 004 630
ED 018 657	VT 004 681
ED 018 658	VT 004 758
ED 018 659	VT 004 762
ED 018 660	VT 004 863
ED 018 661	VT 004 935
ED 018 662	VT 005 003
ED 018 663	VT 005 131
ED 018 664	VT 005 183
ED 018 665	VT 005 184
ED 018 666	VT 005 194
ED 018 667	VT 005 195
ED 018 668	VT 005 199
ED 018 669	VT 005 200
ED 018 670	VT 005 276
ED 018 671	VT 005 277
ED 018 672	VT 005 442
ED 018 673	VT 005 443
ED 018 675	VT 005 474
ED 019 395	VT 000 683
ED 019 396	VT 000 808
ED 019 397	VT 001 305
ED 019 398	VT 001 306
ED 019 403	VT 001 804
ED 019 404	VT 001 811
ED 019 405	VT 001 812
ED 019 411	VT 001 836
ED 019 412	VT 001 855
ED 019 413	VT 001 870
ED 019 416	VT 001 908
ED 019 417	VT 001 909

ED NUMBERS OR MP NUMBERS	CONVERTED TO VT NUMBERS
ED 019 418	VT 001 913
ED 019 419	VT 001 921
ED 019 420	VT 001 923
ED 019 421	VT 001 924
ED 019 425	VT 001 969
ED 019 426	VT 001 990
ED 019 427	VT 002 016
ED 019 429	VT 002 069
ED 019 433	VT 002 241
ED 019 434	VT 002 247
ED 019 435	VT 002 305
ED 019 437	VT 002 313
ED 019 438	VT 002 336
ED 019 440	VT 002 353
ED 019 442	VT 002 395
ED 019 445	VT 002 407
ED 019 447	VT 002 452
ED 019 454	VT 002 548
ED 019 457	VT 002 572
ED 019 458	VT 002 580
ED 019 460	VT 002 631
ED 019 461	VT 002 655
ED 019 464	VT 002 984
ED 019 465	VT 003 382
ED 019 466	VT 003 411
ED 019 467	VT 003 580
ED 019 470	VT 003 999
ED 019 471	VT 004 177
ED 019 472	VT 004 194
ED 019 473	VT 004 195
ED 019 474	VT 004 280
ED 019 475	VT 004 307
ED 019 476	VT 004 416
ED 019 477	VT 004 756
ED 019 485	VT 004 853
ED 019 492	VT 004 937
ED 019 493	VT 005 043
ED 019 494	VT 005 091
ED 019 495	VT 005 146
ED 019 497	VT 005 286
ED 019 498	VT 005 414
ED 019 499	VT 005 453
ED 019 500	VT 005 454
ED 019 501	VT 005 455
ED 019 502	VT 005 456
ED 019 503	VT 005 480
ED 019 504	VT 005 481
ED 019 505	VT 005 502
ED 019 506	VT 005 503
ED 019 507	VT 005 504
ED 019 508	VT 005 511
ED 019 509	VT 005 512
ED 019 510	VT 005 538
ED 019 511	VT 005 544
ED 019 512	VT 005 549
ED 019 513	VT 005 552
ED 019 514	VT 005 569
ED 019 515	VT 005 596
ED 019 516	VT 005 598
ED 019 517	VT 005 648
ED 019 518	VT 005 653
ED 019 519	VT 005 654
ED 019 520	VT 005 710
ED 019 524	VT 005 726
ED 019 525	VT 005 744
ED 019 526	VT 005 745
ED 020 299	VT 001 025
ED 020 301	VT 001 302
ED 020 302	VT 001 389
ED 020 311	VT 002 266

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ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
ED 020 317	VT 002 709
ED 020 320	VT 002 902
ED 020 323	VT 004 191
ED 020 326	VT 004 376
ED 020 328	VT 004 422
ED 020 330	VT 004 534
ED 020 335	VT 004 543
ED 020 339	VT 004 547
ED 020 340	VT 004 548
ED 020 341	VT 004 549
ED 020 342	VT 004 553
ED 020 348	VT 004 590
ED 020 349	VT 004 592
ED 020 351	VT 004 613
ED 020 352	VT 004 615
ED 020 354	VT 004 621
ED 020 356	VT 004 632
ED 020 357	VT 004 689
ED 020 358	VT 004 690
ED 020 362	VT 004 719
ED 020 367	VT 004 725
ED 020 368	VT 004 726
ED 020 371	VT 004 729
ED 020 372	VT 004 730
ED 020 373	VT 004 731
ED 020 374	VT 004 732
ED 020 375	VT 004 733
ED 020 376	VT 004 734
ED 020 377	VT 004 735
ED 020 378	VT 004 736
ED 020 380	VT 004 753
ED 020 381	VT 004 754
ED 020 382	VT 004 755
ED 020 395	VT 004 918
ED 020 399	VT 004 999
ED 020 400	VT 005 022
ED 020 401	VT 005 055
ED 020 402	VT 005 145
ED 020 403	VT 005 151
ED 020 406	VT 005 163
ED 020 407	VT 005 173
ED 020 410	VT 005 190
ED 020 414	VT 005 267
ED 020 415	VT 005 284
ED 020 416	VT 005 285
ED 020 419	VT 005 417
ED 020 421	VT 005 430
ED 020 422	VT 005 439
ED 020 423	VT 005 451
ED 020 424	VT 005 466
ED 020 425	VT 005 479
ED 020 426	VT 005 521
ED 020 427	VT 005 556
ED 020 428	VT 005 557
ED 020 430	VT 005 620
ED 020 431	VT 005 627
ED 020 432	VT 005 634
ED 020 433	VT 005 714
ED 020 434	VT 005 715
ED 020 435	VT 005 716
ED 020 439	VT 005 720
ED 020 440	VT 005 721
ED 020 443	VT 005 800
ED 020 444	VT 005 801
ED 021 040	VT 002 573
ED 021 042	VT 002 801
ED 021 043	VT 002 803
ED 021 045	VT 002 873
ED 021 046	VT 002 890
ED 021 048	VT 003 543

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
ED 021 049	VT 003 561
ED 021 051	VT 003 951
ED 021 052	VT 004 108
ED 021 056	VT 004 609
ED 021 057	VT 004 612
ED 021 060	VT 004 926
ED 021 061	VT 004 927
ED 021 064	VT 005 415
ED 021 127	VT 005 723
ED 021 128	VT 005 762
ED 021 130	VT 005 776
ED 021 131	VT 005 777
ED 021 132	VT 005 833
ED 021 135	VT 005 861
ED 021 136	VT 005 862
ED 021 137	VT 005 869
ED 021 141	VT 005 941
ED 021 142	VT 005 942
ED 021 144	VT 005 944
ED 021 145	VT 005 945
ED 021 146	VT 005 946
ED 021 147	VT 005 947
ED 021 148	VT 005 993
ED 021 949	VT 000 465
ED 021 951	VT 000 561
ED 021 957	VT 001 399
ED 021 959	VT 001 486
ED 021 960	VT 001 507
ED 021 961	VT 001 508
ED 021 965	VT 002 126
ED 021 966	VT 002 146
ED 021 968	VT 002 552
ED 021 970	VT 002 622
ED 021 975	VT 003 546
ED 021 976	VT 003 548
ED 021 979	VT 003 955
ED 021 981	VT 004 102
ED 021 982	VT 004 118
ED 021 988	VT 004 304
ED 021 989	VT 004 315
ED 021 990	VT 004 333
ED 021 991	VT 004 337
ED 022 000	VT 004 403
ED 022 001	VT 004 506
ED 022 010	VT 004 598
ED 022 011	VT 004 668
ED 022 014	VT 004 752
ED 022 018	VT 004 812
ED 022 022	VT 005 090
ED 022 023	VT 005 147
ED 022 026	VT 005 220
ED 022 028	VT 005 242
ED 022 029	VT 005 252
ED 022 030	VT 005 289
ED 022 031	VT 005 419
ED 022 033	VT 005 447
ED 022 037	VT 005 530
ED 022 038	VT 005 531
ED 022 039	VT 005 534
ED 022 040	VT 005 550
ED 022 041	VT 005 570
ED 022 042	VT 005 642
ED 022 043	VT 005 645
ED 022 046	VT 005 727
ED 022 052	VT 006 386
ED 022 053	VT 006 410
ED 022 054	VT 006 505
ED 022 056	VT 006 525
ED 022 057	VT 006 576
ED 022 058	VT 006 627

ED NUMBERS OR MP NUMBERS CONVERTED TO VT NUMBERS	
ED 022 059	VT 006 662
ED 022 060	VT 006 750
ED 022 065	VT 006 926
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